

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER
ALTUS SCHOOLS EAST COUNTY ▪ ALTUS SCHOOLS SOUTH BAY ▪ MIRUS SECONDARY

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

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

ANNUAL BOARD OF DIRECTORS MEETING

Wednesday, June 26, 2024, 8:30 a.m.

Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123, 514 Via De La Valle, Suite 303, Solana Beach, CA 92075,
4179 Middlesex Drive, San Diego, CA 92116, 15548 Firerock Lane, Moreno Valley, 92555

and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009,
and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Audeo Valley RC 27130 Eucalyptus Avenue, Suite A,
Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942,
Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 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 203, 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, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 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/>

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

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

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 Altus Schools Southern California 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 comments 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 Public Comment

3.0 PUBLIC HEARING - Time Certain 8:35 a.m., or soon thereafter

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary.

- 3.1 Audeo Charter School II P.6-216
 - 3.1.1 Public Hearing for the 2024-2025 Local Control Accountability Plan (LCAP)

- 3.2 Audeo Charter School III [P.217-427](#)
 - 3.2.1 Public Hearing for the 2024-2025 Local Control Accountability Plan (LCAP)
- 3.3 Audeo Valley Charter [P.428-633](#)
 - 3.3.1 Public Hearing for the 2024-2025 Local Control Accountability Plan (LCAP)
- 3.4 Altus Schools East County [P.634-846](#)
 - 3.4.1 Public Hearing for the 2024-2025 Local Control Accountability Plan (LCAP)
- 3.5 Altus Schools South Bay [P.847-1055](#)
 - 3.5.1 Public Hearing for the 2024-2025 Local Control Accountability Plan (LCAP)
- 3.6 Mirus Secondary [P.1056-1265](#)
 - 3.6.1 Public Hearing for the 2024-2025 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 Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9 (one case)
- 4.2.2 Conference with Labor Negotiator
Agency Designated Representative: W. Myers, Board Chair
Unrepresented Employee: Deputy Superintendent Schools Services

5.0 RETURN TO OPEN SESSION

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

6.0 ADMINISTRATIVE ITEMS

- 6.1 Consideration and Approval of the Resignation of the Board Parent Representative Cristina Stevens effective June 30, 2024 [P.1266](#)
- 6.2 Consideration and Approval of Appointment of Cristina Stevens as a Member of the Board of Directors, Term 2: July 1, 2024 – June 30, 2030
- 6.3 Consideration and Approval of Compensation Comparability Study for Deputy Superintendent Schools Services
- 6.4 Board Chair: Required Oral Report Regarding Deputy Superintendent Schools Services
- 6.5 Consideration and of Board Resolution No. 202406 Providing One-time Augmentation Pay to Eligible Employees, Equivalent to Five (5) percent of an Employee’s 2023-2024 Compensation to exclude Superintendent Schools Services and Founder, and Chief Business Officer [P.1267-1268](#)
- 6.6 Consideration and Approval of Amendment to Employment Agreement for Deputy Superintendent Schools Services
- 6.7 Consideration and Approval of Board Meeting Dates for 2024-2025
 - Thursday, September 5, 2024, 8:30 am
 - Wednesday, November 6, 2024, 10:30 am, Annual Workshop/Training, Day 1
 - Thursday, November 14, 2024, 10:30 am, Annual Workshop/Training, Day 2
 - Thursday, December 5, 2024, 1:00 pm
 - Thursday, February 27, 2025, 1:00 pm
 - Thursday, March 6, 2025, 1:00 pm
 - Thursday, June 26, 2025, 1:00 pm, Annual Meeting
- 6.8 Consideration and Approval of Altus Schools East County Charter Renewal Petition
Charter Term: July 1, 2025 – June 30, 2030 [P.1269-1433](#)
- 6.9 Consideration and Approval of Altus Schools South Bay Charter Renewal Petition
Charter Term: July 1, 2025 – June 30, 2030 [P.1434-1596](#)
- 6.10 Consideration and Approval of Ratification of Terms of Lease Renewal for APN 215-050-75-00
- 6.11 Consideration and Approval of the Workplace Violence Prevention Plan [P.1597-1604](#)

- 6.12 Consideration and Approval of the Proposition 28, Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act Annual Report
 - 6.12.1 Audeo Charter School II [P.1605-1606](#)
 - 6.12.2 Audeo Charter School III [P.1607-1608](#)
 - 6.12.3 Audeo Valley Charter [P.1609-1610](#)
 - 6.12.4 Altus Schools East County [P.1611-1612](#)
 - 6.12.5 Altus Schools South Bay [P.1613-1614](#)
 - 6.12.6 Mirus Secondary School [P.1615-1616](#)
- 6.13 Superintendent School Services and Founder's Report
 - 6.13.1 Partners and Collaborators Presentation by Debbie Giaquinta [P.1617-1625](#)
 - 6.13.2 Graduation Update
- 6.14 Strategic Plan Update
 - 6.14.1 School Productivity Indicators
 - 6.14.1.1 Audeo Charter School II [P.1626-1629](#)
 - 6.14.1.1.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024
 - 6.14.1.2 Audeo Charter School III [P.1630-1633](#)
 - 6.14.1.2.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024
 - 6.14.1.3 Audeo Valley Charter [P.1634-1637](#)
 - 6.14.1.3.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024
 - 6.14.1.4 Altus Schools East County [P.1638-1641](#)
 - 6.14.1.4.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024
 - 6.14.1.5 Altus Schools South Bay [P.1642-1645](#)
 - 6.14.1.5.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024
 - 6.14.1.6 Mirus Secondary [P.1646-1649](#)
 - 6.14.1.6.1 School Participation Report for the Period of 2023- 2024
Month 8 – 11: 1/15/2024 – 5/03/2024

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 Superintendent School Services and Founder recommends approval of all consent agenda items.

7.1 Consent Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary for Each School

- 7.1.1 Consideration and Approval of Board Meeting Minutes for February 28, 2024, and March 7, 2024 [P.1650-1656](#)
- 7.1.2 Consideration and Approval of Pupil Attendance Calendar [P.1657-1658](#)
 - 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 Altus Schools East County
 - 7.1.2.5 Altus Schools South Bay
 - 7.1.2.6 Mirus Secondary [P.1659-1660](#)
- 7.1.3 Consideration and Approval of the 2024-2025 Consolidated Application [P.1661-1684](#)
 - 7.1.3.1 Certification of Assurances
 - 7.1.3.2 Protected Prayer Certification
 - 7.1.3.3 Local Control Accountability Plan (LCAP) Federal Addendum Certification
 - 7.1.3.4 Application for Funding

- 7.1.4 Consideration and Approval of the Employee Handbook Amendments [P.1685-1767](#)
- 7.1.5 Consideration and Approval of Student and Parent Handbook 2024-2025 Amendment [P.1768-1989](#)
- 7.1.6 Consideration and Approval of Comprehensive School Safety Plans
 - 7.1.6.1 Audeo Charter School II [P.1990-2157](#)
 - 7.1.6.2 Audeo Charter School III [P.2158-2329](#)
 - 7.1.6.3 Audeo Valley Charter School [P.2330-2511](#)
 - 7.1.6.4 Altus Schools East County [P.2512-2697](#)
 - 7.1.6.5 Altus Schools South Bay [P.2698-2874](#)
 - 7.1.6.6 Mirus Secondary [P.2875-3000](#)

8.0 ACTION ITEMS

8.1 Actions Items for Audeo Charter School II

- 8.1.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3001-3012](#)
- 8.1.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3013-3022](#)
- 8.1.3 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3023-3026](#)
- 8.1.4 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.6-216](#)

8.2 Actions Items for Audeo Charter School III

- 8.2.1 Consideration and Approval of the Dashboard Alternative School Status (DASS) Renewal Application 2024 – 2026 Dashboards [P.3027-3039](#)
- 8.2.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3040-3051](#)
- 8.2.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3052-3061](#)
- 8.2.4 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3062-3065](#)
- 8.2.5 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.217-427](#)

8.3 Actions Items for Audeo Valley Charter

- 8.3.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3066-3076](#)
- 8.3.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3077-3086](#)
- 8.3.3 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3087-3090](#)
- 8.3.4 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.428-633](#)

8.4 Actions Items for Altus Schools East County

- 8.4.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3091-3101](#)
- 8.4.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3102-3111](#)
- 8.4.3 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3112-3115](#)
- 8.4.4 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.634-846](#)

8.5 Actions Items for Altus Schools South Bay

- 8.5.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3116-3126](#)
- 8.5.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3127-3136](#)
- 8.5.3 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3137-3140](#)
- 8.5.4 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.847-1005](#)

8.6 Actions Items for Mirus Secondary

- 8.6.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2023-2024 and Consideration and Approval of the May Revised Operational Budget for FY 2023-2024 [P.3141-3152](#)
- 8.6.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2024-2025 and Consideration and Approval of the Preliminary Operational Budget for FY 2024-2025 [P. 3153-3162](#)
- 8.6.3 Consideration and Approval of the 2024-2025 Educational Protection Account (EPA) Resolution and Expenditure Plan [P. 3163-3166](#)
- 8.6.4 Consideration and Approval of 2024-2025 Local Control Accountability Plan (LCAP) with Local Control Funding Formula (LCFF) Budget Overview for Parents and Presentation of Dashboard Local Indicators [P.1056-1265](#)

9.0 BOARD ANNOUNCEMENTS AND COMMENTS

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.

10.0ADJOURNMENT

Next Regular Board Meeting: TBA

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, miruscharter.com, sweetwatersecondarycharter.com

Accommodation –Altus Schools Southern California Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, 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 Angela Neri at (858) 678-2045 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 Angela Neri at (858) 678-2045 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 Angela Neri at (858) 678 -2045.

Certification of Posting

I, Angela Neri, hereby certify that this agenda is posted at the Altus Schools Southern California Resource Centers and Offices noted on this agenda and has been posted on the Altus Schools Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary respective webpage's on June 21, 2024.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

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*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

AUDEO CHARTER SCHOOL II NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

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

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Audeo Charter School II Resource Centers and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School II

CDS Code: 37103710134577

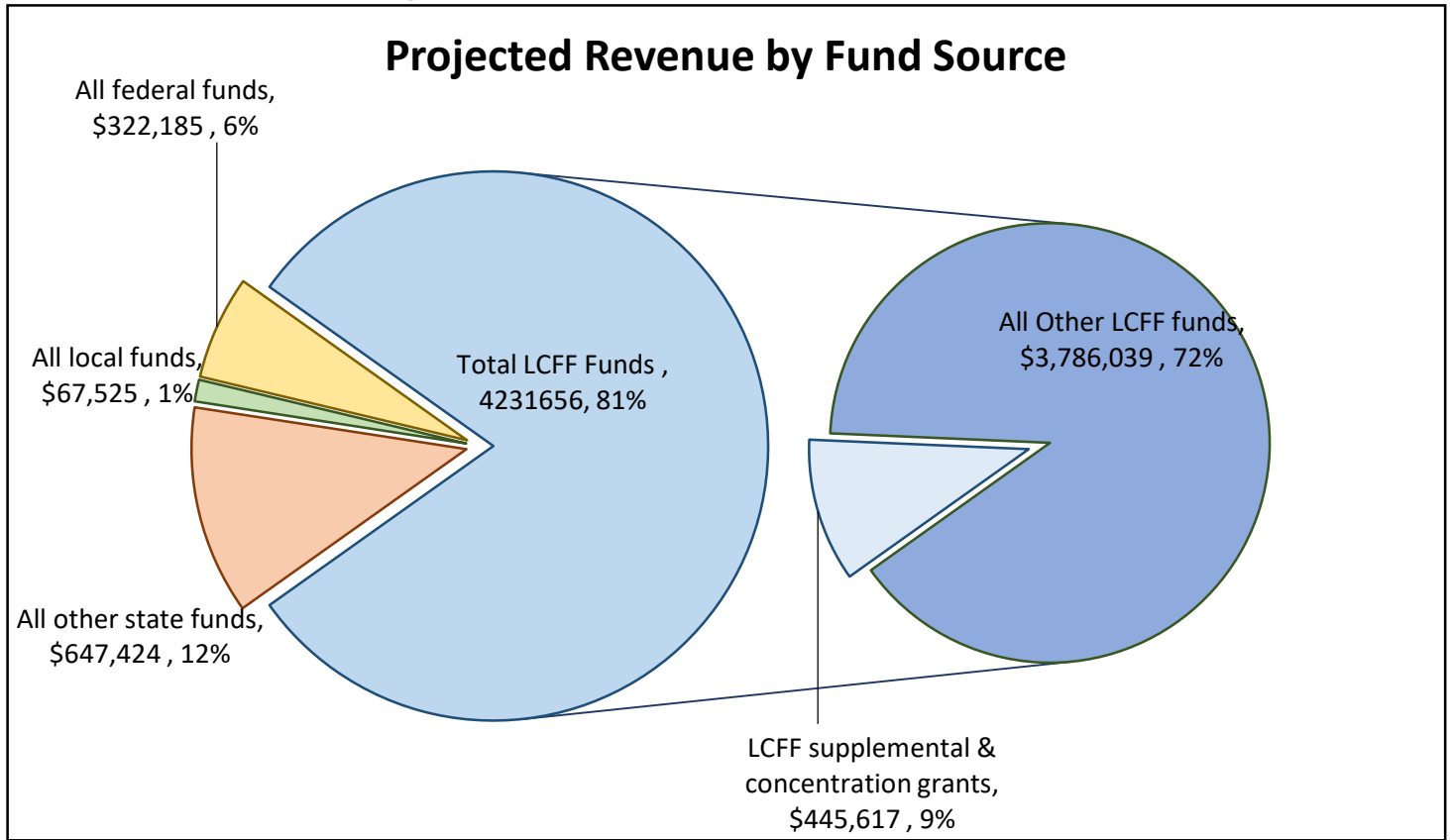
School Year: 2024-25

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 2024-25 School Year

Projected Revenue by Fund Source

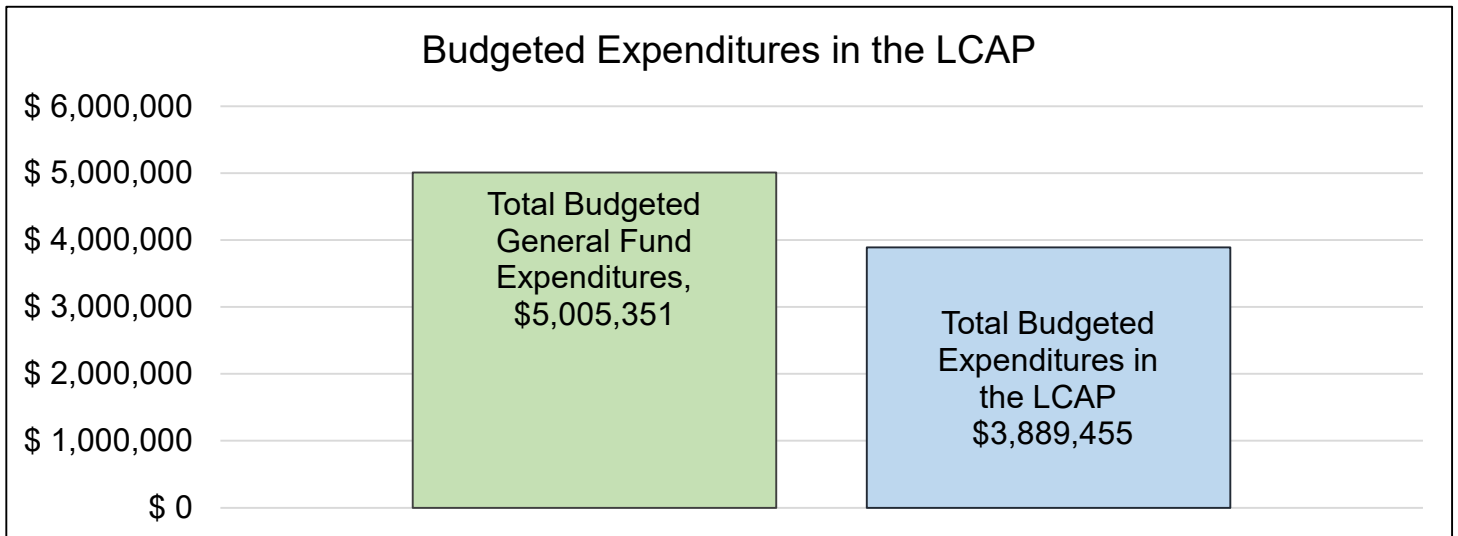


This chart shows the total general purpose revenue Audeo Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School II is \$5,268,790.00, of which \$4,231,656.00 is Local Control Funding Formula (LCFF), \$647,424.00 is other state funds, \$67,525.00 is local funds, and \$322,185.00 is federal funds. Of the \$4,231,656.00 in LCFF Funds, \$445,617.00 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

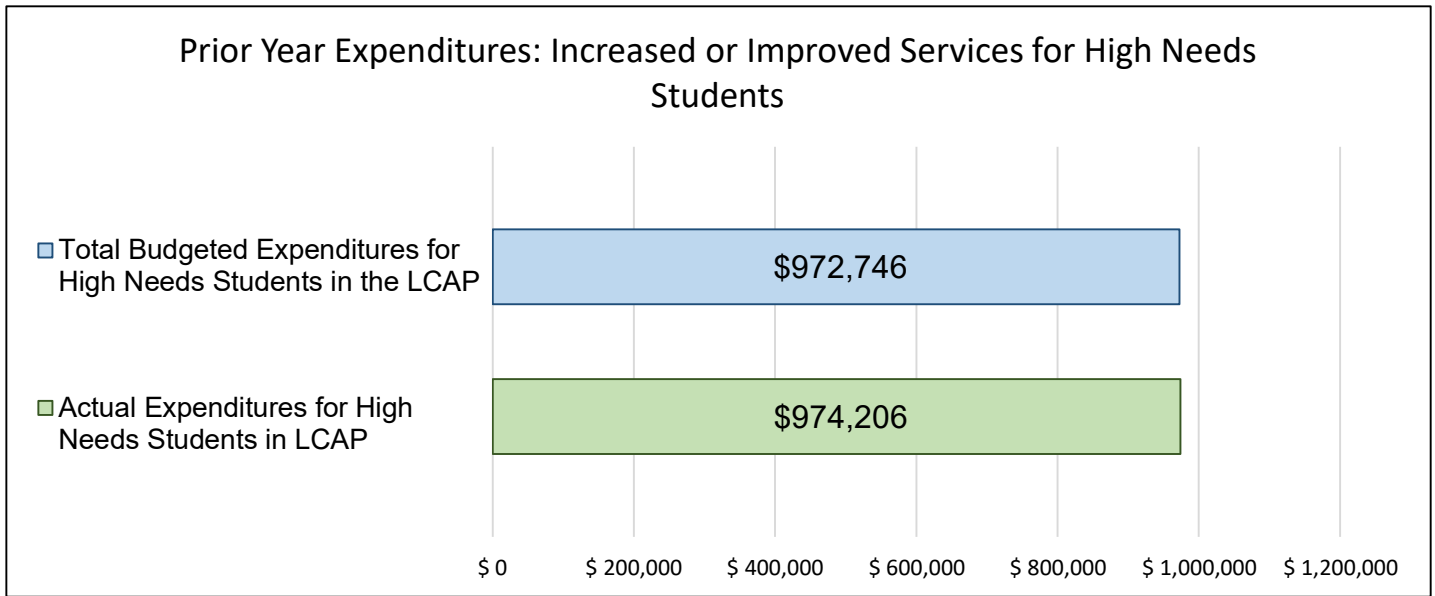
The text description of the above chart is as follows: Audeo Charter School II plans to spend \$5,005,350.50 for the 2024-25 school year. Of that amount, \$3,889,455.39 is tied to actions/services in the LCAP and \$1,115,895.11 is not included in the LCAP. The budgeted expenditures that are not included 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 2024-25 School Year

In 2024-25, Audeo Charter School II is projecting it will receive \$445,617.00 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 \$940,530.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Audeo Charter School II's LCAP budgeted \$972,746.00 for planned actions to increase or improve services for high needs students. Audeo Charter School II actually spent \$974,206.06 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School II	Hayley Beaupre Administrator of Instructional Services	hbeaupre@altusschools.net (858) 678-2050

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																
<p>Basic</p> <p>Teachers appropriately assigned and credentialed</p>	<p>2020-21 Source: Local Reporting</p> <table border="1"> <tr> <td>100% of teachers</td> </tr> </table>	100% of teachers	<p>2021-22: Results</p> <table border="1"> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	100% of teachers as of April 2022	<p>2022-23 Results</p> <table border="1"> <tr> <td>100% of teachers as of October 2022</td> </tr> </table> <p>Data Source: Locally Reported</p>	100% of teachers as of October 2022	<p>2023-24 Results</p> <table border="1"> <tr> <td>100% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	100% of teachers as of October 2023	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>At least 90% of teachers are fully credentialed and appropriately assigned</td> </tr> </table>	At least 90% of teachers are fully credentialed and appropriately assigned																																																																											
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<p>Pupil Achievement</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>2020-21 Source: CA School Dashboard</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> <p>Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting</p>	Schoolwide	82.2%	Hispanic	72.4%	White	89.1%	African American	*	2+ Races	81.8%	EL	*	SED	69.2%	SWD	75%	<p>2021-22: Results</p> <table border="1"> <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> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	94%	Hispanic	92.9%	White	93%	African American	*	2+ Races	*	EL	*	SED	92.5%	SWD	85.7%	<p>2022-23 Results</p> <table border="1"> <tr> <td>Schoolwide</td> <td>90.8%</td> </tr> <tr> <td>Hispanic</td> <td>89.2%</td> </tr> <tr> <td>White</td> <td>90%</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>88.2%</td> </tr> <tr> <td>SWD</td> <td>94.4%</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p>	Schoolwide	90.8%	Hispanic	89.2%	White	90%	African American	*	2+ Races	*	EL	*	SED	88.2%	SWD	94.4%	<p>2023-24 Results</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>Data Source: CA School Dashboard (Additional Reports)</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</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>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Schoolwide</td> <td>>80%</td> </tr> <tr> <td>Hispanic</td> <td>>80%</td> </tr> <tr> <td>White</td> <td>>80%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>>80%</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>>78.2%</td> </tr> <tr> <td>SWD</td> <td>>80%</td> </tr> </table>	Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	*	2+ Races	>80%	EL	*	SED	>78.2%	SWD	>80%
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Pupil Achievement

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

Note: Only the DASS One-Year Grad Rate was available for the 2020-21 school year

2021-22 Results	
Schoolwide	69.9%
Hispanic	58.8%
White	76.7%
African American	*
2+ Races	*
EL	*
SED	61.5%
SWD	45.8%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	57.3%
San Diego County DASS Average	55.1%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	56.8%
Hispanic	49%
White	71.9%
African American	*
2+ Races	*
EL	*
SED	50%
SWD	48.3%

Data Source: CA School Dashboard

2022-23 Results	
State DASS Average	54.23%
San Diego County DASS Average	49.3%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

2020-21 Source: DataQuest	
Schoolwide	15%
Hispanic	12.5%
White	19.2%
African American	*
2+ Races	*
EL	*
SED	24%
SWD	*

2021-22: Results	
Schoolwide	11.1%
Hispanic	17.6%
White	0%
African American	*
2+ Races	*
EL	*
SED	17.4%
SWD	*

Data Source: CA School Dashboard

2021-22 Results	
State DASS Average	55.9%
San Diego County DASS Average	27.2%

Data Source: Locally Reported

2022-23 Result	
Schoolwide	2%
Hispanic	3.7%
White	0%
African American	*
2+ Races	*
EL	*
SED	2.8%
SWD	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	47.1%
San Diego County DASS Average	22.2%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	1.8%
Hispanic	2.9%
White	0%
African American	*
2+ Races	*
EL	0%
SED	2.4%
SWD	5.9%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Results as of April 2024

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	<10.2%
African American	*
2+ Races	*
EL	*
SED	<15%
SWD	*

Pupil Achievement

Smarter Balanced ELA 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

2018-19 Source: CA School Dashboard	
Schoolwide	-2
Hispanic	-0.8
White	*
African American	*
2+ Races	*
EL	*
SED	-23.7
SWD	*

* Less than 11 students – data not displayed for privacy

2021-22: Results	
Schoolwide	16.3
Hispanic	31.9
White	-5.9
African American	*
2+ Races	*
EL	*
SED	22.1
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
San Diego County DASS Average	-90.8

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-9.5
Hispanic	-37.3
White	13.7
African American	*
2+ Races	*
EL	*
SED	-29.4
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
San Diego County DASS Average	-135.9

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-2
Hispanic	>-0.8
White	*
African American	*
2+ Races	*
EL	*
SED	>-23.7
SWD	*

Pupil Achievement

Smarter Balanced Mathematics Summative Assessments:

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

2018-19 Source: CA School Dashboard	
Schoolwide	-82.6
Hispanic	-77.3
White	*
African American	*
2+ Races	*
EL	*
SED	-91.8
SWD	*

2021-22: Results	
Schoolwide	-95.8
Hispanic	-106.2
White	-97.8
African American	*
2+ Races	*
EL	*
SED	-115.1
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
San Diego County DASS Average	-157.3

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-85.6
Hispanic	-112.8
White	-71
African American	*
2+ Races	*
EL	*
SED	-96.1
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
San Diego County DASS Average	-185.2

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-73.6
Hispanic	>-88.3
White	*
African American	*
2+ Races	*
EL	*
SED	>-82.8
SWD	*

Pupil Achievement

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)

2020-21 Source: DataQuest	
ELA	60.97%
Mathematics	12.2%

2021-22: Results	
ELA	59.09%
Mathematics	20%

Data Source: DataQuest CAASPP Results

2022-23 Results	
ELA	66.66%
Mathematics	18.51%

Data Source: DataQuest CAASPP Results

2023-24 Results	
ELA	Not available
Mathematics	Not available

Data Source: DataQuest CAASPP Results

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
ELA	>60.97%
Mathematics	>12.2%

<p>Pupil Achievement</p> <p><u>English Learner Progress Indicator:</u></p> <p>More than 45% of English Learners are making progress towards English Language proficiency</p>	<table border="1"> <thead> <tr> <th colspan="2">2018-19 Source: CA School Dashboard</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>71.4%</td> </tr> </tbody> </table>	2018-19 Source: CA School Dashboard		English Learners	71.4%	<table border="1"> <thead> <tr> <th colspan="2">2021-22: Projected</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>No Performance Level</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>Note: CDE did not provide a school-wide Performance Level</p>	2021-22: Projected		English Learners	No Performance Level	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>50%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	50%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</p>	2023-24 Results		English Learners	Not available	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>>45%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		English Learners	>45%				
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<p>Pupil Achievement</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>	<table border="1"> <thead> <tr> <th colspan="2">2019-20 Source: DataQuest</th> </tr> </thead> <tbody> <tr> <td>Audeo II Total</td> <td>0%</td> </tr> <tr> <td>San Diego County Total</td> <td>14.7%</td> </tr> <tr> <td>State Total</td> <td>13.8%</td> </tr> </tbody> </table>	2019-20 Source: DataQuest		Audeo II Total	0%	San Diego County Total	14.7%	State Total	13.8%	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p> <p>Note: Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023</p>	2021-22 Results		School Reclassification Rate	Not available	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>7%</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p>	2022-23 Results		School Reclassification Rate	7%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p> <p>Note: Annual Reclassification (RFEP) Counts and Rates should be available in Fall 2024</p>	2023-24 Results		School Reclassification Rate	Not available	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Audeo II Reclassification Rate</td> <td>>13.8%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Audeo II Reclassification Rate	>13.8%
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Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

2020-21 Source: Local Reporting	
Schoolwide	78%
Hispanic	69%
White	*
African American	*
2+ Races	N/A
EL	*
SED	79%
SWD	*

2021-22: Results	
Schoolwide	78%
Hispanic	67%
White	*
African American	*
2+ Races	*
EL	*
SED	64%
SWD	*

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	81%
Hispanic	81%
White	87%
African American	*
2+ Races	*
EL	80%
SED	77%
SWD	78%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

2020-21 Source: Local Reporting	
Schoolwide	75%
Hispanic	*
White	*
African American	*
2+ Races	N/A
EL	*
SED	*
SWD	*

2021-22: Results	
Schoolwide	88%
Hispanic	88%
White	*
African American	*
2+ Races	*
EL	*
SED	80%
SWD	*

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	76%
Hispanic	70%
White	86%
African American	*
2+ Races	*
EL	*
SED	69%
SWD	74%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

2020-21 Source: Local Reporting	
Schoolwide	70%
Hispanic	67%
White	*
African American	N/A
2+ Races	N/A
EL	*
SED	67%
SWD	*

2021-22: Results	
Schoolwide	73%
Hispanic	75%
White	*
African American	*
2+ Races	*
EL	*
SED	74%
SWD	*

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	66%
Hispanic	74%
White	60%
African American	*
2+ Races	*
EL	70%
SED	64%
SWD	64%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	31.42%
Hispanic	13.79%
White	50%
African American	*
2+ Races	*
EL	*
SED	22.23%
SWD	13.33%

2021-22: Results	
Schoolwide	34%
Hispanic	13.33%
White	50%
African American	*
2+ Races	*
EL	*
SED	31.82%
SWD	*

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	18.87%
Hispanic	17.24%
White	22.22%
African American	*
2+ Races	*
EL	*
SED	15.39%
SWD	*

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>31.42%
Hispanic	>13.79%
White	>50%
African American	*
2+ Races	*
EL	*
SED	>22.23%
SWD	>13.33%

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups

Note: 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: [California Department of Education Independent Study Program Summary](#))

2020-21 Source: Local Reporting	
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%

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

Data Source: Locally Reported
Note: Results as of April 2022

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	*

Data Source: Locally Reported
 * Less than 11 students – data not displayed for privacy
Note: Cumulative Attendance Rate as of April 2023

2023-24 Results	
Schoolwide	96.5%
Hispanic	96.8%
White	97.7%
African American	*
EL	96.3%
SED	96%
SWD	94.8%
Foster Youth	*
Homeless	92.8%
Cadet Corps	*
Pregnant/Parent	*

Data Source: Locally Reported
 * Less than 11 students – data not displayed for privacy
Note: Cumulative Attendance Rate as of April 2024

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%

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
Middle School	0.0%

2021-22: Results	
Middle School	0%

Data Source: Locally Reported
Note: Middle School Dropout Rate as of April 2022

2022-23 Results	
Middle School	0%

Data Source: Locally Reported
Note: Middle School Dropout Rate as of April 2023

2023-24 Results	
Middle School	0%

Data Source: Locally Reported
Note: Middle School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
Middle School	<5%

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
High School	2.7%

2021-22: Results	
High School	0.6%

Note: High School Dropout Rate as of April 2022

2022-23 Results	
High School	1.1%

Data Source: Locally Reported
Note: High School Dropout Rate as of April 2023

2023-24 Results	
High School	1.5%

Data Source: Locally Reported
Note: High School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
High School	<5%

Other Pupil Outcomes

Student Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

2020-21 Source: Local Reporting	
Schoolwide	97% as of March 2021

2021-22: Results	
Schoolwide	95%

Note: Results as of April 2022

2022-23 Results	
Schoolwide	96%

Data Source: Locally Reported

Note: Results as of April 2023

2023-24 Results	
Schoolwide	97%

Data Source: Locally Reported

Note: Results as of April 2024

Desired Outcome for 2023-24	
Schoolwide	>90%

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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:

Goal 1.1

Budgeted Expenditures: \$3,848

Estimated Actual Expenditures: \$4,488

Material Difference: Increase \$640

Explanation: Action 1 increased slightly by \$640 due to costs for assessing students' academic progress being higher than originally estimated.

Goal 1.4

Budgeted Expenditures: \$695.809

Estimated Actual Expenditures: \$587.178

Material Difference: decrease 108,631

Explanation: Action 4 decreased because the school budgeted for additional Resource Center Associates, Learning Associates, and Certificated Teacher Resources to assist with additional academic instructional support for tutoring services. Due to a shortage in the workforce, not all budgeted positions were filled.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation
- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1, Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.
- Action 2i: Prioritize multilingual's native language literacy to provide equitable access to the education program.
- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>Availability of standards aligned instructional materials to every student</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of students</p>	<p>2021-22: Results</p> <p>100% of students</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of students</p>
<p>Course Access</p> <p>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</p>	<p>2020-21 Source: Local Reporting</p> <p>All students had access and were enrolled in a broad course of study</p>	<p>2021-22: Projected</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>2022-23 Results</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>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</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>Course Access</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>2020-21 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2021-22: Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of pupils with exceptional needs</p>

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>2020-21 Source: Local Reporting</p> <p>7 students participating in the Early College Credit Program as of April 2021</p>	<p>2021-22: Results</p> <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> <p>Note: Results as of April 2022</p>	Dual Enrollment	10	Articulated Credit	4	Total early college credit	14	<p>2022-23 Results</p> <table border="1"> <tr> <td>Dual Enrollment</td> <td>2</td> </tr> <tr> <td>Articulated Credit</td> <td>6</td> </tr> <tr> <td>Total early college credit</td> <td>8</td> </tr> </table> <p>Data Source: Locally Reported</p>	Dual Enrollment	2	Articulated Credit	6	Total early college credit	8	<p>2022-23 Results</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>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2024</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Number of students completing college credit courses</td> <td>>7 students</td> </tr> </table>	Number of students completing college credit courses	>7 students																						
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<p>Course Access</p> <p>Increase annual student participation in <u>Advanced Placement (AP)</u> Courses</p>	<p>2020-21 Source: Local Reporting</p> <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	<p>2021-22: Results</p> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>32 courses</td> </tr> </table> <p>Note: Results as of April 2022</p>	Number of AP Courses Assigned	32 courses	<p>2022-23 Results</p> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>33 courses</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of April 2023</p>	Number of AP Courses Assigned	33 courses	<p>2023-24 Results</p> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>43 courses</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of April 2024</p>	Number of AP Courses Assigned	43 courses	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Number of AP Courses Assigned</td> <td>>57 courses</td> </tr> </table>	Number of AP Courses Assigned	>57 courses																																
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<p>Course Access</p> <p>Maintain High-Quality and relevant established <u>CTE Career Pathways</u></p>	<p>2020-21 Source: Local Reporting</p> <table border="1"> <tr> <td>Child Development</td> </tr> <tr> <td>Design, Visual & Media Arts</td> </tr> <tr> <td>Environmental Resources</td> </tr> <tr> <td>Hospitality, Tourism & Recreation</td> </tr> <tr> <td>Software & Systems Development</td> </tr> <tr> <td>Public Safety</td> </tr> <tr> <td>Patient Care</td> </tr> </table>	Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	<p>2021-22: Results</p> <table border="1"> <tr> <td>Child Development</td> </tr> <tr> <td>Design, Visual & Media Arts</td> </tr> <tr> <td>Environmental Resources</td> </tr> <tr> <td>Hospitality, Tourism & Recreation</td> </tr> <tr> <td>Software & Systems Development</td> </tr> <tr> <td>Public Safety</td> </tr> <tr> <td>Patient Care</td> </tr> <tr> <td>Business Management</td> </tr> </table> <p>Note: CTE Career Pathways available as of April 2022</p>	Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	<p>2022-23 Results</p> <table border="1"> <tr> <td>Child Development</td> </tr> <tr> <td>Design, Visual & Media Arts</td> </tr> <tr> <td>Environmental Resources</td> </tr> <tr> <td>Hospitality, Tourism & Recreation</td> </tr> <tr> <td>Software & Systems Development</td> </tr> <tr> <td>Public Safety</td> </tr> <tr> <td>Patient Care</td> </tr> <tr> <td>Business Management</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: CTE Career Pathways available as of April 2023</p>	Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	<p>2023-24 Results</p> <table border="1"> <tr> <td>Child Development</td> </tr> <tr> <td>Design, Visual & Media Arts</td> </tr> <tr> <td>Environmental Resources</td> </tr> <tr> <td>Hospitality, Tourism & Recreation</td> </tr> <tr> <td>Software & Systems Development</td> </tr> <tr> <td>Public Safety</td> </tr> <tr> <td>Patient Care</td> </tr> <tr> <td>Business Management</td> </tr> <tr> <td>Animal Science</td> </tr> <tr> <td>Retail Sales and Marketing</td> </tr> <tr> <td>Teacher Education</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: CTE Career Pathways available as of April 2024</p>	Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	Animal Science	Retail Sales and Marketing	Teacher Education	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Child Development</td> </tr> <tr> <td>Design, Visual & Media Arts</td> </tr> <tr> <td>Environmental Resources</td> </tr> <tr> <td>Hospitality, Tourism & Recreation</td> </tr> <tr> <td>Software & Systems Development</td> </tr> <tr> <td>Public Safety</td> </tr> <tr> <td>Patient Care</td> </tr> <tr> <td>Business Management</td> </tr> </table>	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>Implementation of State Standards</p> <p>100% of CTE Courses will be aligned to CTE Model Curriculum Standards</p>	<p>2020-21 Source: Local Reporting</p> <table border="1"> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	CTE Courses Aligned to CTE Model Curriculum Standards	100%	<p>2021-22 Results</p> <table border="1"> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	CTE Courses Aligned to CTE Model Curriculum Standards	100%	<p>2022-23 Results</p> <table border="1"> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table> <p>Data Source: Locally Reported</p>	CTE Courses Aligned to CTE Model Curriculum Standards	100%	<p>2023-24 Results</p> <table border="1"> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table> <p>Data Source: Locally Reported</p>	CTE Courses Aligned to CTE Model Curriculum Standards	100%	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	CTE Courses Aligned to CTE Model Curriculum Standards	100%
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CTE Courses Aligned to CTE Model Curriculum Standards	100%														

Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	1.1%
Hispanic	0%
White	2.2%
African American	*
2+ Races	0%
EL	*
SED	0%
SWD	8.3%

2021-22 Results	
Schoolwide	2.2%
Hispanic	0%
White	4.7%
African American	*
2+ Races	*
EL	*
SED	3.8%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	2.1%
Hispanic	2%
White	3.1%
African American	*
2+ Races	*
EL	*
SED	1.6%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>1.1%
Hispanic	>0%
White	>2.2%
African American	*
2+ Races	>0%
EL	*
SED	>0%
SWD	>8.3%

Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU

2020-21 Source: DataQuest	
Schoolwide	15.6%
Hispanic	10.3%
White	15.2%
African American	*
2+ Races	27.3%
EL	*
SED	5.1%
SWD	0%

2021-22 Results	
Schoolwide	10.9%
Hispanic	8.8%
White	9.3%
African American	*
2+ Races	*
EL	*
SED	5.8%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	9.5%
Hispanic	6.1%
White	12.5%
African American	*
2+ Races	*
EL	*
SED	6.5%
SWD	3.4%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>15.6%
Hispanic	>10.3%
White	>15.2%
African American	*
2+ Races	>27.3%
EL	*
SED	>5.1%
SWD	>0%

Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a requirements AND at least one CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	0%
EL	*
SED	0%
SWD	0%

2021-22 Results	
Schoolwide	1.1%
Hispanic	0%
White	2.3%
African American	*
2+ Races	*
EL	*
SED	1.9%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	>0%
EL	*
SED	>0%
SWD	>0%

Pupil Achievement

Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher

2020-21 Source: CA School Dashboard	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	0%
EL	*
SED	0%
SWD	0%

2021-22 Results	
Schoolwide	1.1%
Hispanic	0%
White	2.3%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	>0%
EL	*
SED	>0%
SWD	>0%

Other Pupil Outcomes Maintain a compliant and accessible Work Experience Education (WEE) Program	2020-21 Source: Local Reporting	2021-22 Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
	Met compliance requirements set forth by the California Department of Education	WEE Program remains compliant and available to all students for the 2021-22 school year	WEE Program remains compliant and available to all students for the 2022-23 school year Data Source: Locally Reported	WEE Program remains compliant and available to all students for the 2023-24 school year Data Source: Locally Reported	Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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:

Goal 2.2

Budgeted Expenditures: \$156,990

Estimated Actual Expenditures: \$193,786

Material Difference: Increase \$36,796

Explanation: Action 2 increased due to higher than anticipated costs for Altus Connect expenditures.

Goal 2.3

Budgeted Expenditures: \$235,314

Estimated Actual Expenditures: \$190,117

Material Difference: Increase \$45,197

Explanation: Action 3 increased due to additional purchase of virtual reality technology for Career Technical Education was higher than originally budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Students completing a CTE Career Pathway.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the

lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school's Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.
- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.
- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>88% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>2020-21 Source: Local Reporting</p> <p>10 ELAD trainings as of April 2021</p>	<p>2021-22: Results</p> <p>10 ELAD trainings as of April 2022</p>	<p>2022-23 Results</p> <p>11 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>6 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>

<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>2020-21 Source: Local Reporting</p> <p>86% of teachers completed LEC</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>2020-21 Source: Local Reporting</p> <p>97% of staff as of April 2021</p>	<p>2021-22: Results</p> <p>97% of staff as of April 2022</p>	<p>2022-23 Results</p> <p>94% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>98% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>96% of students as of April 2021</p>	<p>2021-22: Results</p> <p>97% of students as of April 2022</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of students</p>
<p>School Climate</p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>98% of parents and family members as of April 2021</p>	<p>2021-22: Results</p> <p>100% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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.

No material differences to report for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

To enhance student math achievement, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.
- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement.
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	2021-22: Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0%	2022-23 Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard Note: As of April 2023, there have been no student suspensions	Suspension Rate	0%	2023-24 Results <table border="1"> <tr> <td>Suspension Rate</td> <td>1 student suspension</td> </tr> </table> Data Source: CA School Dashboard Note: Results as of May 2024	Suspension Rate	1 student suspension	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	1 student suspension														
Suspension Rate	<1.5%														
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	2021-22: Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Note: Results as of April 2022	Expulsion Rate	0%	2022-23 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard Note: As of April 2023, there have been no student expulsions	Expulsion Rate	0%	2023-24 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard Note: Results as of May 2024	Expulsion Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	<1%														
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>97% of students as of April 2021</td> </tr> </table>	97% of students as of April 2021	2021-22: Results <table border="1"> <tr> <td>100% of students as of April 2022</td> </tr> </table>	100% of students as of April 2022	2022-23 Results <table border="1"> <tr> <td>100% of students</td> </tr> </table> Data Source: Locally Reported	100% of students	2023-24 Results <table border="1"> <tr> <td>100% of students</td> </tr> </table> Data Source: Locally Reported	100% of students	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>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															
School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>97% of parents and family members as of April 2021</td> </tr> </table>	97% of parents and family members as of April 2021	2021-22: Results <table border="1"> <tr> <td>100% of parents and family members as of April 2022</td> </tr> </table>	100% of parents and family members as of April 2022	2022-23 Results <table border="1"> <tr> <td>100% of parents and family</td> </tr> </table> Data Source: Locally Reported	100% of parents and family	2023-24 Results <table border="1"> <tr> <td>100% of parents and family</td> </tr> </table> Data Source: Locally Reported	100% of parents and family	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of parents and family members</td> </tr> </table>	>90% of parents and family members					
97% of parents and family members as of April 2021															
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100% of parents and family															
100% of parents and family															
>90% of parents and family members															
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	2020-21 Source: Local Reporting <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	2021-22: Results <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	2022-23 Results <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> Data Source: 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	2023-24 Results <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 2023-24 school year</td> </tr> </table> Data Source: Locally Reported	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year	Desired Outcome for 2023-24 <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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Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant															

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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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.

No material differences to report for Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school’s Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of school facilities</p>	<p>2021-22: Results</p> <p>100% of school facilities as of April 2022</p>	<p>2022-23 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>27 community-based partnerships</p>	<p>2021-22: Results</p> <p>25 community-based partnerships as of April 2022</p>	<p>2022-23 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>2020-21 Source: Local Reporting</p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p>2021-22: Results</p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p>2022-23 Results</p> <p>Ten Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>12 Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>2020-21 Source: Local Reporting</p> <p>95% of parents and family members as of May 2021</p>	<p>2021-22: Results</p> <p>97% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>98% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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.

No material differences to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.

- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 52 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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	Hayley Beaupre Administrator of Instructional Services	hbeaupre@altusschools.net (858) 678-2050

Plan Summary: 2024-25

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.

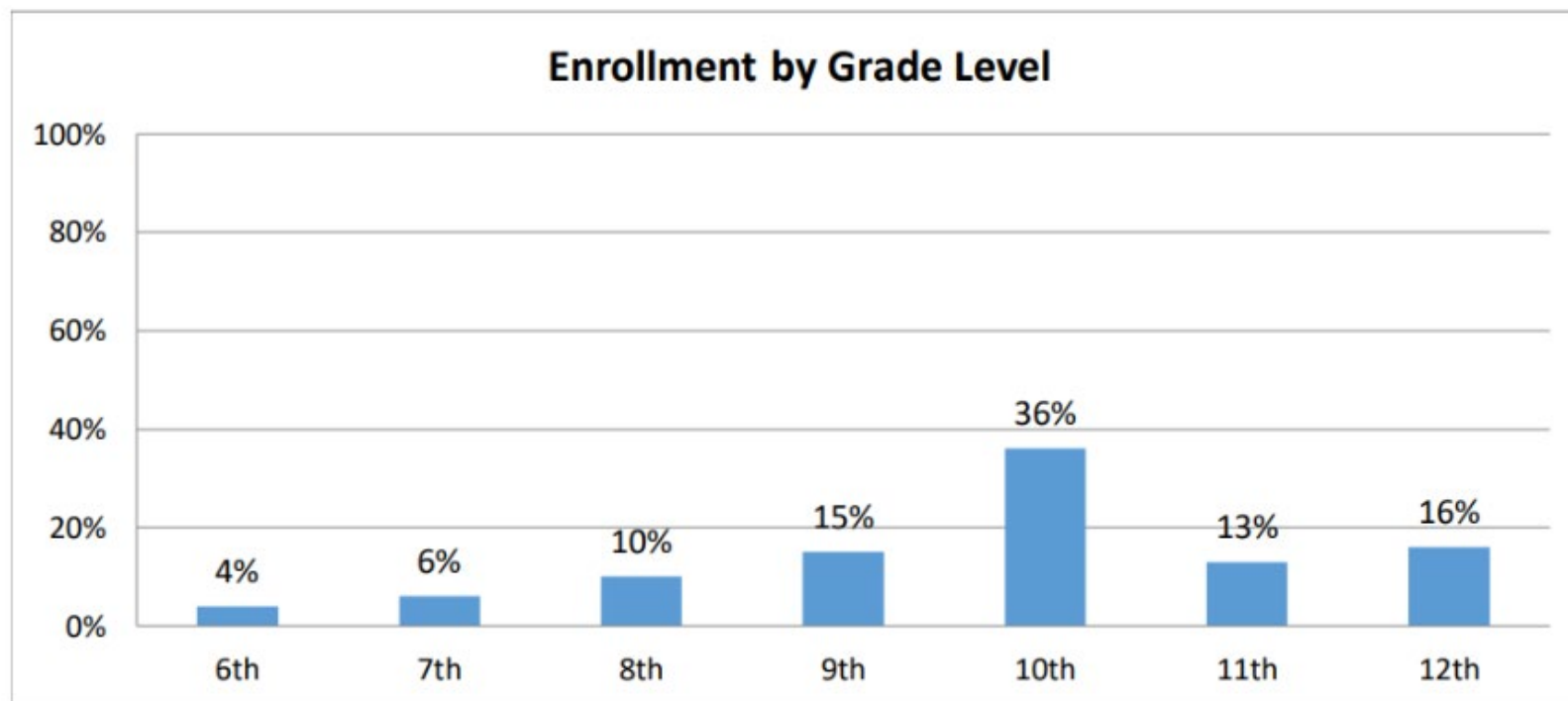
Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging 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:

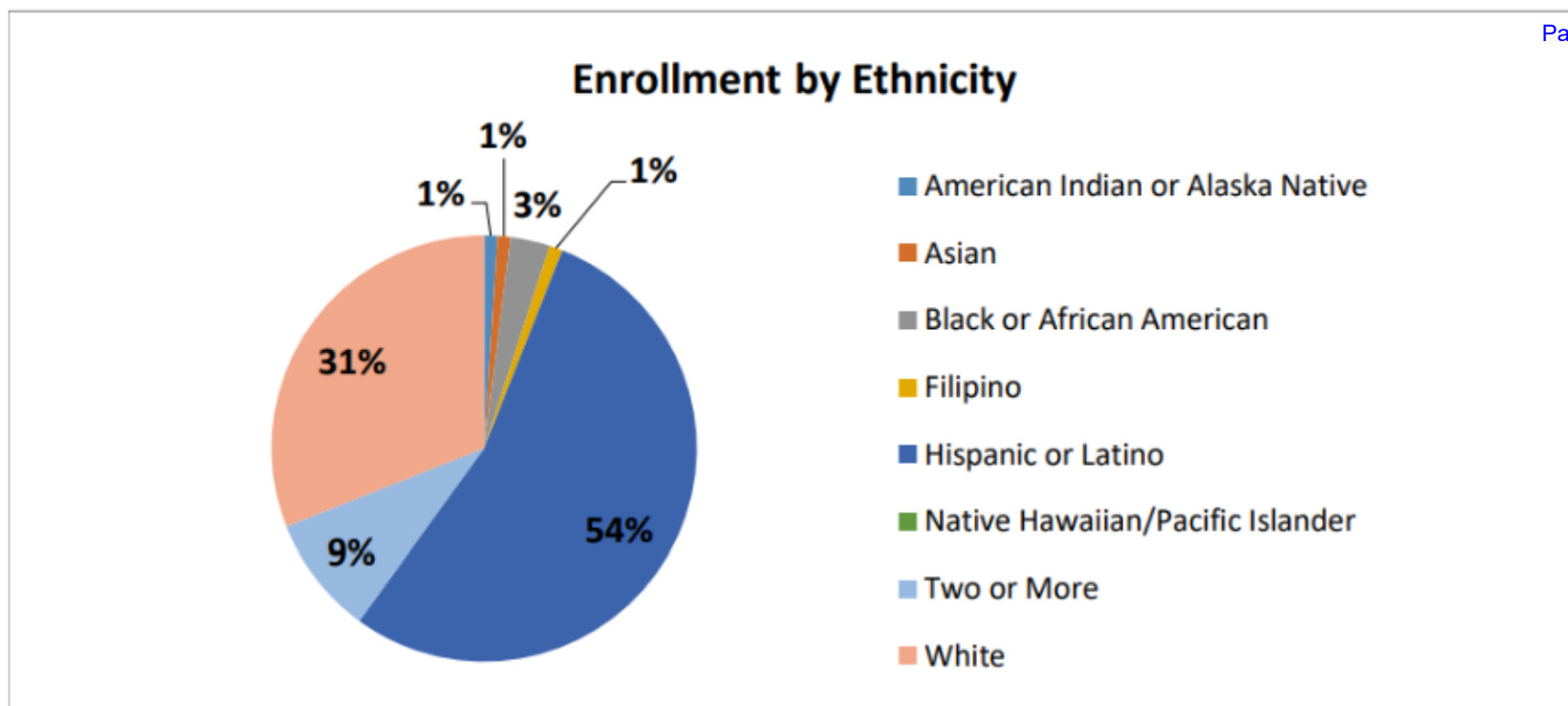
- a) Expelled
- b) Suspended more than 10 days in a school year
- c) Wards of the Court
- d) Pregnant and/or parenting
- e) Recovered Dropouts
- f) Habitually Truant
- g) Retained more than once in kindergarten through grade eight
- h) Students who are credit deficient
- i) Students with a gap in enrollment
- j) Students with a high-level transiency
- k) Foster youth
- l) Homeless youth

In March 2024, Audeo II had a total enrollment of 273 students. Enrollment by Grade Level is displayed below. Currently, there are no students enrolled in K-5.



Of these 273 students, 61% were Socioeconomically Disadvantaged, 26% were Students with Disabilities, 6% were GATE, 11% were English Learners, 6% were Homeless, and 0% were Foster Youth.

In addition, of these 273 students, 54% were Hispanic, 31% were White and 3% Black or African American. 12% of students were of other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



Reflections: Annual Performance

A reflection on annual performance 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 that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- Audeo II did not receive a Performance Level for the **English Learner Progress Indicator** because there were fewer than 30 students in the current or prior year. However, this area remained a strength for the school, with 50% of English Learners making progress towards English language proficiency.

- **English Language Arts** was an **Orange (Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level. Page 57 of 3166

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 90.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	76	69	90.8%
English Learners	2	*	*
Foster Youth	1	*	*
Homeless	1	*	*
Socioeconomically Disadvantaged	34	30	88.2%
Students with Disabilities	18	17	94.4%
African American	2	*	*
Asian	1	*	*
Filipino	1	*	*
Hispanic	37	33	89.2%
White	30	27	90.0%
Two or More Races	5	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to

strengthen the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Socioeconomically Disadvantaged and Hispanic. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).
- **College/Career** was a Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- **Mathematics** was a Red (Very Low) Performance Level. The school did not receive Performance Colors for any Student Groups. 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. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school's data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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 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.

Audeo II is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year 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.

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 Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly. Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs:** Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.
2. **Creation of Goals:** Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community.

3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively. Page 60 of 3166
4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.
5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact.

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.
- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.
- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students.

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

- a) **Credit Deficiency:** Upon initial enrollment at Audeo II, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.
- b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.
- c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.
- d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.
- e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.
- f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement 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 2024-25 LCAP which are designed to improve Graduation Rate: Page 62 of 3166

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.
- **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 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.
- **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.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve 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 2023 Dashboard and determined that the State DASS school average was 54.2% and San Diego County DASS school average was 49.3%.

For the 2024-25 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 2024 to April 2025, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Students

The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.

Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.

Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.

Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.

A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:

These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 69 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo II provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering Audeo II are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, Audeo II is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers as of October 2023		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
100% of teachers as of October 2023																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Total teaching FTE</td> <td>8</td> </tr> <tr> <td>Clear</td> <td>15.4%</td> </tr> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	8	Clear	15.4%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed baseline results	N/A												
2021-22 Results																								
Total teaching FTE	8																							
Clear	15.4%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Schoolwide</td> <td>90.8%</td> </tr> <tr> <td>Hispanic</td> <td>89.2%</td> </tr> <tr> <td>White</td> <td>90%</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>88.2%</td> </tr> <tr> <td>SWD</td> <td>94.4%</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p>	2022-23 Results		Schoolwide	90.8%	Hispanic	89.2%	White	90%	African American	*	2+ Races	*	EL	*	SED	88.2%	SWD	94.4%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 68.8%</p> <p>San Diego County: 73.4%</p>	N/A
2022-23 Results																								
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M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>56.8%</td> </tr> <tr> <td>Hispanic</td> <td>49%</td> </tr> <tr> <td>White</td> <td>71.9%</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>50%</td> </tr> <tr> <td>SWD</td> <td>48.3%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		Schoolwide	56.8%	Hispanic	49%	White	71.9%	African American	*	2+ Races	*	EL	*	SED	50%	SWD	48.3%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>San Diego County: 49.3%</p>	N/A Page 74 of 3166
2022-23 Results																								
Schoolwide	56.8%																							
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M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>1.8%</td> </tr> <tr> <td>Hispanic</td> <td>2.9%</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>0%</td> </tr> <tr> <td>SED</td> <td>2.4%</td> </tr> <tr> <td>SWD</td> <td>5.9%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Results as of April 2024</p>	2023-24 Results		Schoolwide	1.8%	Hispanic	2.9%	White	0%	African American	*	2+ Races	*	EL	0%	SED	2.4%	SWD	5.9%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>San Diego County: 22.2%</p>	N/A
2023-24 Results																								
Schoolwide	1.8%																							
Hispanic	2.9%																							
White	0%																							
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SWD	5.9%																							

M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-9.5</td> </tr> <tr> <td>Hispanic</td> <td>-37.3</td> </tr> <tr> <td>White</td> <td>13.7</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>-29.4</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-9.5	Hispanic	-37.3	White	13.7	African American	*	2+ Races	*	EL	*	SED	-29.4	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 San Diego County: -135.9	N/A Page 75 of 3166
2022-23 Results																								
Schoolwide	-9.5																							
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SED	-29.4																							
SWD	*																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-85.6</td> </tr> <tr> <td>Hispanic</td> <td>-112.8</td> </tr> <tr> <td>White</td> <td>-71</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>-96.1</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-85.6	Hispanic	-112.8	White	-71	African American	*	2+ Races	*	EL	*	SED	-96.1	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 San Diego County: -185.2	N/A
2022-23 Results																								
Schoolwide	-85.6																							
Hispanic	-112.8																							
White	-71																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	-96.1																							
SWD	*																							
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>66.66%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	66.66%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% San Diego County: 33.3%	N/A														
2022-23 Results																								
ELA	66.66%																							

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>18.51%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Mathematics	18.51%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 3.8% San Diego County: 3.8%	N/A Page 76 of 3166														
2022-23 Results																								
Mathematics	18.51%																							
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>50%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	50%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 32.5% San Diego County: 37%	N/A														
2022-23 Results																								
English Learners	50%																							
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>7%</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p>	2022-23 Results		School Reclassification Rate	7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A														
2022-23 Results																								
School Reclassification Rate	7%																							
M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>81%</td> </tr> <tr> <td>Hispanic</td> <td>81%</td> </tr> <tr> <td>White</td> <td>87%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>80%</td> </tr> <tr> <td>SED</td> <td>77%</td> </tr> <tr> <td>SWD</td> <td>78%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	81%	Hispanic	81%	White	87%	African American	*	2+ Races	*	EL	80%	SED	77%	SWD	78%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
2022-23 Results																								
Schoolwide	81%																							
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African American	*																							
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SED	77%																							
SWD	78%																							

M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>76%</td> </tr> <tr> <td>Hispanic</td> <td>70%</td> </tr> <tr> <td>White</td> <td>86%</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>69%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	76%	Hispanic	70%	White	86%	African American	*	2+ Races	*	EL	*	SED	69%	SWD	74%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 77 of 3166
2022-23 Results																								
Schoolwide	76%																							
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African American	*																							
2+ Races	*																							
EL	*																							
SED	69%																							
SWD	74%																							
M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>66%</td> </tr> <tr> <td>Hispanic</td> <td>74%</td> </tr> <tr> <td>White</td> <td>60%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>70%</td> </tr> <tr> <td>SED</td> <td>64%</td> </tr> <tr> <td>SWD</td> <td>64%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	66%	Hispanic	74%	White	60%	African American	*	2+ Races	*	EL	70%	SED	64%	SWD	64%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
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M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>18.87%</td> </tr> <tr> <td>Hispanic</td> <td>17.24%</td> </tr> <tr> <td>White</td> <td>22.22%</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>15.39%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	18.87%	Hispanic	17.24%	White	22.22%	African American	*	2+ Races	*	EL	*	SED	15.39%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Exceed the Statewide or County DASS school average:</p> <p>Statewide: Not available</p> <p>San Diego County: 13.6%</p>	N/A Page 78 of 3166						
2022-23 Results																														
Schoolwide	18.87%																													
Hispanic	17.24%																													
White	22.22%																													
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2+ Races	*																													
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SED	15.39%																													
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M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96.5%</td> </tr> <tr> <td>Hispanic</td> <td>96.8%</td> </tr> <tr> <td>White</td> <td>97.7%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>EL</td> <td>96.3%</td> </tr> <tr> <td>SED</td> <td>96%</td> </tr> <tr> <td>SWD</td> <td>94.8%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>92.8%</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of April 2024</p>	2023-24 Results		Schoolwide	96.5%	Hispanic	96.8%	White	97.7%	African American	*	EL	96.3%	SED	96%	SWD	94.8%	Foster Youth	*	Homeless	92.8%	Cadet Corps	*	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A
2023-24 Results																														
Schoolwide	96.5%																													
Hispanic	96.8%																													
White	97.7%																													
African American	*																													
EL	96.3%																													
SED	96%																													
SWD	94.8%																													
Foster Youth	*																													
Homeless	92.8%																													
Cadet Corps	*																													
Pregnant/Parent	*																													

M1.17	Middle School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A Page 79 of 3166
		Middle School	0%				
		Data Source: Locally Reported					
		Note: Middle School Dropout Rate as of April 2024					
M1.18	High School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A
		High School	1.5%				
		Data Source: Locally Reported					
		Note: High School Dropout Rate as of April 2024					
M1.19	Student Confidence Survey	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
		Schoolwide	97%				
		Data Source: Locally Reported					
		Note: Results as of April 2024					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.</p> <p>d) 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>	\$4,854	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$115,222	Yes Page 83 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$1,014,660	No Page 85 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$588,685	Yes Page 87 of 3166
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$658,225	No Page 88 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.</p> <p>d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.</p>	\$12,761	No Page 89 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$148,848	Yes Page 90 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo II is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of students</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <thead> <tr> <th colspan="2">2023-24 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>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Dual Enrollment</td> <td>2</td> </tr> <tr> <td>Articulated Credit</td> <td>6</td> </tr> <tr> <td>Total early college credit</td> <td>8</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	2	Articulated Credit	6	Total early college credit	8	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 8 early college courses	N/A
2022-23 Results														
Dual Enrollment	2													
Articulated Credit	6													
Total early college credit	8													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>43 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of April 2024</p>	2023-24 Results		Number of AP Courses Assigned	43 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 43 AP courses	N/A Page 94 of 3166									
2023-24 Results																			
Number of AP Courses Assigned	43 courses																		
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td></tr> <tr><td>Design, Visual & Media Arts</td></tr> <tr><td>Environmental Resources</td></tr> <tr><td>Hospitality, Tourism & Recreation</td></tr> <tr><td>Software & Systems Development</td></tr> <tr><td>Public Safety</td></tr> <tr><td>Patient Care</td></tr> <tr><td>Business Management</td></tr> <tr><td>Animal Science</td></tr> <tr><td>Retail Sales and Marketing</td></tr> <tr><td>Teacher Education</td></tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: CTE Career Pathways available as of April 2024</p>	2023-24 Results		Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	Animal Science	Retail Sales and Marketing	Teacher Education	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																			
Child Development																			
Design, Visual & Media Arts																			
Environmental Resources																			
Hospitality, Tourism & Recreation																			
Software & Systems Development																			
Public Safety																			
Patient Care																			
Business Management																			
Animal Science																			
Retail Sales and Marketing																			
Teacher Education																			
M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Core Courses Aligned to CCSS	100%																		
M2.8	100% of Science Courses will be aligned to NGSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NGSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NGSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Science Courses Aligned to NGSS	100%																		

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 95 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>2.1%</td> </tr> <tr> <td>Hispanic</td> <td>2%</td> </tr> <tr> <td>White</td> <td>3.1%</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>1.6%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	2.1%	Hispanic	2%	White	3.1%	African American	*	2+ Races	*	EL	*	SED	1.6%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	2.1%																							
Hispanic	2%																							
White	3.1%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	1.6%																							
SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>9.5%</td> </tr> <tr> <td>Hispanic</td> <td>6.1%</td> </tr> <tr> <td>White</td> <td>12.5%</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>6.5%</td> </tr> <tr> <td>SWD</td> <td>3.4%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	9.5%	Hispanic	6.1%	White	12.5%	African American	*	2+ Races	*	EL	*	SED	6.5%	SWD	3.4%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 96 of 3166
2022-23 Results																								
Schoolwide	9.5%																							
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2+ Races	*																							
EL	*																							
SED	6.5%																							
SWD	3.4%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	0%																							
SWD	0%																							

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	2022-23 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 97 of 3166
		Schoolwide	0%				
		Hispanic	0%				
		White	0%				
		African American	*				
		2+ Races	*				
		EL	*				
		SED	0%				
SWD	0%						
		Data Source: CA School Dashboard					
		* Less than 11 students – data not displayed for privacy					
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A
		WEE Program remains compliant and available to all students for the 2023-24 school year					
		Data Source: Locally Reported					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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. 	\$234,743	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<ul style="list-style-type: none"> 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) 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), Gifted and Talented Education, and the Early College Credit Program. f) 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. 	\$116,828	Yes Page 101 of 3166
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$202,250	No Page 102 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 106 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>98% of staff as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	98% of staff as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
98% of staff as of April 2023								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo II	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo II	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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) Learning Leads 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. 	\$41,399	No Page 110 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

<p>2</p>	<p>Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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>\$8,106</p>	<p>Page 112 of 3166 Yes</p>
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	\$9,139	Page 113 of 3166 Yes
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Suspension Rate</td> <td>1 student suspension</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Results as of May 2024</p>	2023-24 Results		Suspension Rate	1 student suspension	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	1 student suspension									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$75,694	No Page 119 of 3166
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$44,322	No Page 120 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$82,312	Yes Page 121 of 3166
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
 Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <th data-bbox="527 131 808 167">2023-24 Results</th> </tr> <tr> <td data-bbox="527 167 808 212">100% of school facilities</td> </tr> </table> <p data-bbox="527 212 808 269">Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <th data-bbox="527 407 808 443">2023-24 Results</th> </tr> <tr> <td data-bbox="527 443 808 532">The following parental participation opportunities were provided:</td> </tr> <tr> <td data-bbox="527 532 808 979"> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p data-bbox="527 979 808 1036">Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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 style="text-align: center;">2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 124 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p style="text-align: center;">2023-24 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 25 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	12 Family Learning Series were provided	Data Source: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 125 of 3166
2023-24 Results									
12 Family Learning Series were provided									
Data Source: Locally Reported									
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family members</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	100% of parents and family members	Data Source: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results									
100% of parents and family members									
Data Source: Locally Reported									

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$446,984	No Page 129 of 3166
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		<p>and communication.</p> <ul style="list-style-type: none"> k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners. l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods. m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. n) 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>2</p>	<p>Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development. e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. 	<p>\$84,424</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$445,617	\$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
11.770%	0%	\$0	11.770%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identity/experiences, and implement programs that promote diversity/inclusion. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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- c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.

- d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.

- e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

(M5.6) [Page 142 of 3166](#)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>Page 147 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

<p>Goal 1, Action 7</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP). b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups. c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress. d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement. e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness. b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success. c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student
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critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs. b) Provide specialized support and case management services to Foster Youth. c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges. d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students. b) To provide specialized services to Foster Youth, the school’s Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student’s academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students’ rights are protected and their voices are heard within the school system. c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students’ overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none">a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY.b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers.c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success.d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress.e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education.	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none">a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes.b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth.c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none">a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7)b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7)d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7)e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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 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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	61:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,786,039	\$ 445,617	11.770%	0.000%	11.770%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,998,343	\$ 577,161	\$ -	\$ 313,951	\$ 3,889,455.39	\$ 3,171,869	\$ 717,586

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 4,854	\$ -	\$ -	\$ -	\$ 4,854	\$ 4,854	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 115,222	\$ 0	\$ 101,975	\$ 9,885	\$ -	\$ 3,361	\$ 115,222	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 982,071	\$ 32,589	\$ 934,030	\$ 46,282	\$ -	\$ 34,348	\$ 1,014,660	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 511,116	\$ 77,570	\$ 445,152	\$ -	\$ -	\$ 143,534	\$ 588,685	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 543,986	\$ 114,239	\$ 306,953	\$ 279,644	\$ -	\$ 71,628	\$ 658,225	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 12,761	\$ -	\$ 10,771	\$ -	\$ -	\$ 1,990	\$ 12,761	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 148,848	\$ (0)	\$ 129,630	\$ 9,885	\$ -	\$ 9,332	\$ 148,848	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 187,997	\$ 46,746	\$ 220,356	\$ 14,387	\$ -	\$ -	\$ 234,743	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 96,103	\$ 20,725	\$ 94,329	\$ 8,987	\$ -	\$ 13,513	\$ 116,828	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	\$ 202,250	\$ -	\$ -	\$ 202,250	\$ -	\$ -	\$ 202,250	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 41,399	\$ 0	\$ 38,703	\$ 2,696	\$ -	\$ -	\$ 41,399	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 8,106	\$ 0	\$ 1,111	\$ -	\$ -	\$ 6,995	\$ 8,106	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 9,139	\$ -	\$ 3,546	\$ -	\$ -	\$ 5,593	\$ 9,139	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 49,038	\$ 26,656	\$ 73,627	\$ 1,348	\$ -	\$ 719	\$ 75,694	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 44,322	\$ (0)	\$ 31,389	\$ 1,797	\$ -	\$ 11,136	\$ 44,322	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	\$ 76,070	\$ 6,242	\$ 80,363	\$ -	\$ -	\$ 1,949	\$ 82,312	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 59,018	\$ 387,966	\$ 441,984	\$ -	\$ -	\$ 5,000	\$ 446,984	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 84,424	\$ -	\$ 84,424	\$ -	\$ -	\$ -	\$ 84,424	0.000%

2024-25 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
\$ 3,786,039	\$ 445,617	11.770%	0.000%	11.770%	\$ 940,530	0.000%	24.842%	Total:	\$ 940,530
								LEA-wide Total:	\$ 543,027
								Limited Total:	\$ 397,504
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 101,975	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 445,152	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	\$ 129,630	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 94,329	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 1,111	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	\$ 3,546	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 80,363	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 84,424	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,692,213.00	\$ 3,588,694.00

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	\$ 3,848	\$ 4,488
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	\$ 153,039	\$ 164,943
1	3	Academic Instruction and Support for All Students	No	\$ 810,070	\$ 739,738
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 695,809	\$ 587,178
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 555,852	\$ 584,670
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 18,865	\$ 19,226
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 198,222	\$ 213,684
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 167,674	\$ 159,504
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 156,990	\$ 193,786
2	3	College/Career Pathways for All Students	No	\$ 235,314	\$ 190,117
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 37,317	\$ 34,939
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 13,939	\$ 13,465
4	1	Safe and Supportive Schools for All Students	No	\$ 63,894	\$ 64,182
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 41,831	\$ 40,298
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 84,260	\$ 89,718
5	1	Engagement Opportunities for All Students	No	\$ 443,100	\$ 476,185
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 12,189	\$ 12,573

2023-24 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)
\$ 418,291	\$ 972,746	\$ 974,206	\$ (1,460)	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 and Support English Language Proficiency for English Learners	Yes	\$ 105,241	\$ 142,167.00	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 516,308	\$ 448,978.00	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 143,919	\$ 185,142.00	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 110,733	\$ 102,685.00	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 6,983	\$ 2,129.00	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 77,373	\$ 80,532.00	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 12,189	\$ 12,573.00	0.00%	0.00%

2023-24 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)
\$ 3,714,843	\$ 418,291	0.00%	11.26%	\$ 974,206	0.00%	26.22%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 167 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Page 168 of 3166
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 173 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 176 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. Page 178 of 3166

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. [Page 183 of 3166](#)

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. Page 189 of 3166

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Audeo Charter II** 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 at **Audeo Charter II** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Audeo Charter II'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter II'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter II'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter II'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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Audeo Charter II'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:¹

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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. 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. 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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 Charter 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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

- 1) **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Audeo Charter II administers both an Annual LCAP Stakeholder Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP 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 the school's LCAP. To monitor the success of **Audeo Charter 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 2023-2024, **Audeo Charter II** exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. **Audeo Charter II's** response rate on the CHYS Core was (25%), and for CHYS Behavioral Health was (56%).

- 2) **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 100% of students reported that they felt safe at **Audeo Charter II** and 92% of parents reported that they feel their child is safe at the school. 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 2023-2024 **Audeo Charter II's** suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. **Audeo Charter II** didn't receive disaggregated results for EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup except Hispanic. Key learnings from the CHYS included that in the past 12 months 10% of students reported having considered attempting suicide. 24% of students reported having ever used alcohol or drugs in their lifetime. The majority of these reported having used these 3 or fewer times ever with 0% using alcohol and 5% using marijuana in the past 30 days. 5% reported they currently use tobacco and 19% have tried vaping. On the CHYS, among Hispanic responses 89% report having caring adult relationships, 94% report the school promotes parental involvement, 0% reported current vaping or tobacco use, 8% reported 3 or more monthly absences, 25% reported bedtime of 12am or later, and 42% reported eating breakfast today. Among Hispanic in the past 12 months, 25% reported experiencing chronic sadness/hopelessness and 8% considered suicide. In the past 12 months 32% of surveyed students reported wanting to receive mental health services, 21% reported receiving mental health services and 28% reported barriers to receiving services.

- 3) **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Audeo Charter II has implemented the administration of the California Healthy Kids Survey (CHKS) in

addition to an Annual LCAP Stakeholder Engagement Survey to aid in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs **Audeo Charter II's** has a school meal program, provide an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at **Audeo Charter II**.

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 2023-2024 **Audeo Charter II** served 237 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 24.5%
- Percentage of English Learners: 12.2%
- Percentage of Socioeconomically Disadvantaged: 59.5%
- Percentage of Homeless and Foster Youth (FY): 4.2%

Audeo Charter 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 Charter 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 **Audeo Charter II**, 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 Charter 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. This includes UC-ag approved, NCAA approved, Advanced Placement (AP) courses, honors courses, dual-enrollment, articulated and CTE courses. 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 **Audeo Charter II** 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.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DbA

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

AUDEO CHARTER SCHOOL III NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

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

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Audeo Charter School III Resource Centers and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Charter School III

CDS Code: 37681060137034

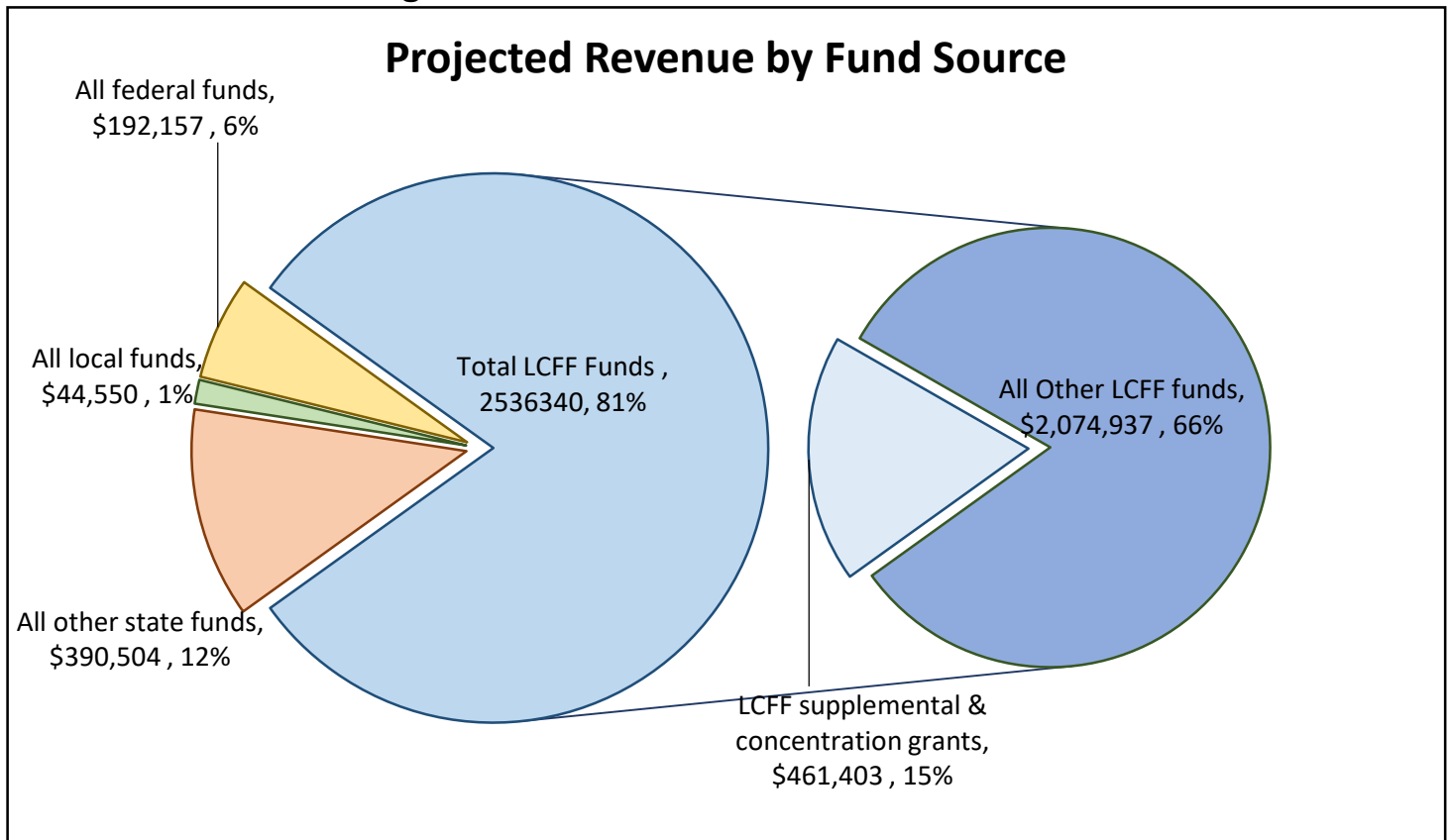
School Year: 2024-25

LEA contact information: Sharnita Moore, Ph: (858) 214-2511, Email: 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 2024-25 School Year

Projected Revenue by Fund Source

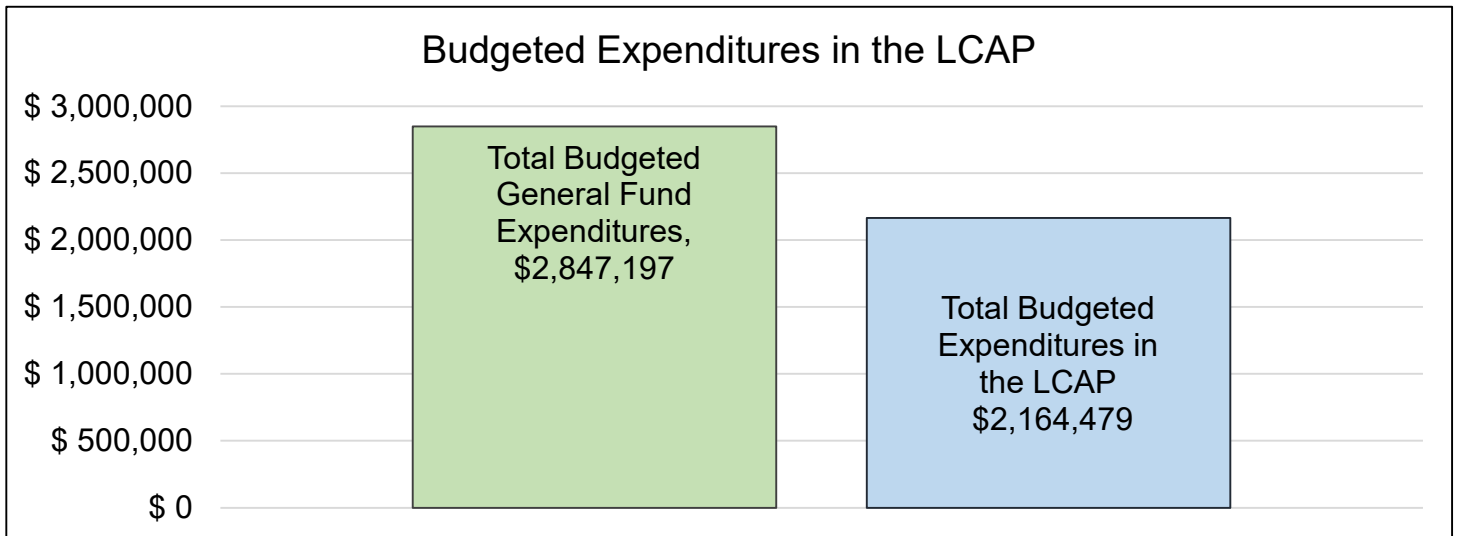


This chart shows the total general purpose revenue Audeo Charter School III expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School III is \$3,163,551.00, of which \$2,536,340.00 is Local Control Funding Formula (LCFF), \$390,504.00 is other state funds, \$44,550.00 is local funds, and \$192,157.00 is federal funds. Of the \$2,536,340.00 in LCFF Funds, \$461,403.00 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

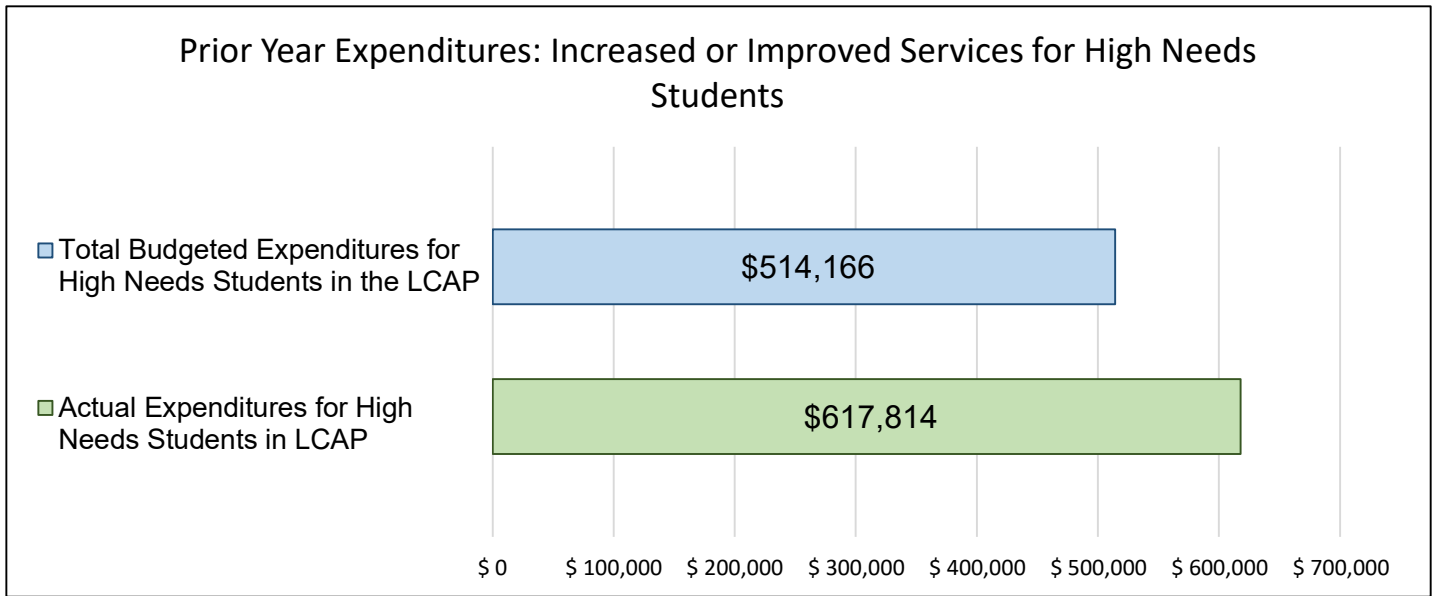
The text description of the above chart is as follows: Audeo Charter School III plans to spend \$2,847,197.00 for the 2024-25 school year. Of that amount, \$2,164,479.00 is tied to actions/services in the LCAP and \$682,718.00 is not included in the LCAP. The budgeted expenditures that are not included 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 2024-25 School Year

In 2024-25, Audeo Charter School III is projecting it will receive \$461,403.00 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 \$677,860.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Audeo Charter School III's LCAP budgeted \$514,166.00 for planned actions to increase or improve services for high needs students. Audeo Charter School III actually spent \$617,814.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Charter School III	Sharnita Moore School Coordinator	smoore@altusschools.net (951) 247-6646

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																
Basic Teachers appropriately assigned and credentialed	2020-21 Source: Local Reporting 100% of teachers	2021-22: Results 100% of teachers as of April 2022	2022-23 Results 100% of teachers as of October 2022 Data Source: Locally Reported	2023-24 Results 100% of teachers as of October 2023 Data Source: Locally Reported	Desired Outcome for 2023-24 At least 90% of teachers are fully credentialed and appropriately assigned																																																																																
	Pupil Achievement <u>One-Year DASS Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups																																																																																				
	2020-21 Source: CA School Dashboard <table border="1"> <tr><td>Schoolwide</td><td>87.1%</td></tr> <tr><td>Hispanic</td><td>87.5%</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>84%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table> <p>Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting</p>	Schoolwide	87.1%	Hispanic	87.5%	White	*	African American	*	2+ Races	*	EL	*	SED	84%	SWD	*	2021-22: Results <table border="1"> <tr><td>Schoolwide</td><td>97.1%</td></tr> <tr><td>Hispanic</td><td>95.7%</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>95.2%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	97.1%	Hispanic	95.7%	White	*	African American	*	2+ Races	*	EL	*	SED	95.2%	SWD	*	2022-23 Results <table border="1"> <tr><td>Schoolwide</td><td>93.8%</td></tr> <tr><td>Hispanic</td><td>91.3%</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>89.5%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p>	Schoolwide	93.8%	Hispanic	91.3%	White	*	African American	*	2+ Races	*	EL	*	SED	89.5%	SWD	*	2023-24 Results <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>Data Source: CA School Dashboard (Additional Reports)</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</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	Desired Outcome for 2023-24 <table border="1"> <tr><td>Schoolwide</td><td>>80%</td></tr> <tr><td>Hispanic</td><td>>80%</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>>80%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table>	Schoolwide	>80%	Hispanic	>80%	White	*	African American	*	2+ Races	*	EL	*	SED	>80%	SWD	*
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Pupil Achievement

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

Note: Only the DASS One-Year Grad Rate was available for the 2020-21 school year

2021-22 Results	
Schoolwide	60%
Hispanic	51.3%
White	*
African American	*
2+ Races	*
EL	53.8%
SED	53.5%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	57.3%
San Diego County DASS Average	55.1%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	60.4%
Hispanic	57.6%
White	*
African American	*
2+ Races	*
EL	50%
SED	57.9%
SWD	53.3%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	54.23%
San Diego County DASS Average	49.3%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard (Additional Reports)

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

2020-21 Source: DataQuest	
Schoolwide	6.7%
Hispanic	12.5%
White	*
African American	*
2+ Races	*
EL	*
SED	8.3%
SWD	*

2021-22: Results	
Schoolwide	9.4%
Hispanic	8.7%
White	*
African American	*
2+ Races	*
EL	*
SED	14.3%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	55.9%
San Diego County DASS Average	27.2%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	5.4%
Hispanic	6.9%
White	*
African American	*
2+ Races	*
EL	*
SED	7.4%
SWD	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	47.1%
San Diego County DASS Average	22.2%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	*

Data Source: Locally Reported

Note: Cumulative results as of April 2024

* Less than 11 students – data not displayed for privacy

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	*
African American	*
2+ Races	*
EL	*
SED	<10%
SWD	*

Pupil Achievement

Smarter Balanced ELA 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

2018-19 Source: CA School Dashboard	
Schoolwide	-73.1
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

Note: 14 students tested

2021-22: Results	
Schoolwide	-12.8
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
San Diego County DASS Average	-90.8

Data Source: Locally Reported

2022-23 Results	
Schoolwide	1.6
Hispanic	-26.6
White	*
African American	*
2+ Races	*
EL	*
SED	-17.6
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
San Diego County DASS Average	-135.9

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-04.1
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

Pupil Achievement

Smarter Balanced Mathematics Summative Assessments:

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

2018-19 Source: CA School Dashboard	
Schoolwide	-159.4
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

Note: 15 students tested

2021-22: Results	
Schoolwide	-96.7
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
San Diego County DASS Average	-157.3

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-99.6
Hispanic	-143.2
White	*
African American	*
2+ Races	*
EL	*
SED	-138.8
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
San Diego County DASS Average	-185.2

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	> -150.4
Hispanic	*
White	*
African American	*
2+ Races	*
EL	*
SED	*
SWD	*

<p>Pupil Achievement</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>2020-21 Source: DataQuest</p> <table border="1"> <tr> <td>ELA</td> <td>*</td> </tr> <tr> <td>Mathematics</td> <td>*</td> </tr> </table> <p>Note: Data is suppressed because 10 or fewer students tested</p>	ELA	*	Mathematics	*	<p>2021-22: Results</p> <table border="1"> <tr> <td>ELA</td> <td>35.29%</td> </tr> <tr> <td>Mathematics</td> <td>23.53%</td> </tr> </table> <p>Data Source: DataQuest CAASPP Results</p>	ELA	35.29%	Mathematics	23.53%	<p>2022-23 Results</p> <table border="1"> <tr> <td>ELA</td> <td>*</td> </tr> <tr> <td>Mathematics</td> <td>*</td> </tr> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	ELA	*	Mathematics	*	<p>2023-24 Results</p> <table border="1"> <tr> <td>ELA</td> <td>Not available</td> </tr> <tr> <td>Mathematics</td> <td>Not available</td> </tr> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</p>	ELA	Not available	Mathematics	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>ELA</td> <td>TBD</td> </tr> <tr> <td>Mathematics</td> <td>TBD</td> </tr> </table> <p>Note: Need baseline data to determine desired outcome for 2023-24</p>	ELA	TBD	Mathematics	TBD
ELA	*																								
Mathematics	*																								
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ELA	*																								
Mathematics	*																								
ELA	Not available																								
Mathematics	Not available																								
ELA	TBD																								
Mathematics	TBD																								
<p>Pupil Achievement</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>2018-19 Source: CA School Dashboard</p> <table border="1"> <tr> <td>English Learners</td> <td>45.5%</td> </tr> </table>	English Learners	45.5%	<p>2021-22: Results</p> <table border="1"> <tr> <td>English Learners</td> <td>36.4%</td> </tr> </table> <p>Data Source: CA School Dashboard</p>	English Learners	36.4%	<p>2022-23 Results</p> <table border="1"> <tr> <td>English Learners</td> <td>20%</td> </tr> </table> <p>Data Source: CA School Dashboard</p>	English Learners	20%	<p>2023-24 Results</p> <table border="1"> <tr> <td>English Learners</td> <td>Not available</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</p>	English Learners	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>English Learners</td> <td>>45%</td> </tr> </table>	English Learners	>45%										
English Learners	45.5%																								
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English Learners	20%																								
English Learners	Not available																								
English Learners	>45%																								
<p>Pupil Achievement</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>2019-20 Source: DataQuest</p> <table border="1"> <tr> <td>Audeo III Total</td> <td>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>	Audeo III Total	5%	San Diego County Total	14.7%	State Total	13.8%	<p>2021-22: Results</p> <table border="1"> <tr> <td>Reclassification Rate</td> <td>Not available</td> </tr> </table> <p>Data Source: DataQuest</p> <p>Note: Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023</p>	Reclassification Rate	Not available	<p>2022-23 Results</p> <table border="1"> <tr> <td>School Reclassification Rate</td> <td>12%</td> </tr> </table> <p>Data Source: Locally Reported</p>	School Reclassification Rate	12%	<p>2023-24 Results</p> <table border="1"> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Annual Reclassification (RFEP) Counts and Rates should be available in Fall 2024</p>	School Reclassification Rate	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Audeo III Reclassification Rate</td> <td>>13.8%</td> </tr> </table>	Audeo III Reclassification Rate	>13.8%						
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State Total	13.8%																								
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School Reclassification Rate	12%																								
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Audeo III Reclassification Rate	>13.8%																								

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

2020-21 Source: Local Reporting	
Schoolwide	68%
Hispanic	67%
White	*
African American	N/A
2+ Races	N/A
EL	56%
SED	63%
SWD	72%

2021-22: Results	
Schoolwide	64%
Hispanic	69%
White	*
African American	*
2+ Races	*
EL	54%
SED	67%
SWD	50%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	67%
Hispanic	61%
White	*
African American	*
2+ Races	*
EL	60%
SED	63%
SWD	75%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

2020-21 Source: Local Reporting	
Schoolwide	69%
Hispanic	73%
White	*
African American	N/A
2+ Races	N/A
EL	71%
SED	65%
SWD	68%

2021-22: Results	
Schoolwide	68%
Hispanic	65%
White	*
African American	*
2+ Races	*
EL	50%
SED	71%
SWD	50%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	78%
Hispanic	77%
White	*
African American	*
2+ Races	*
EL	67%
SED	78%
SWD	63%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

2020-21 Source: Local Reporting	
Schoolwide	68%
Hispanic	69%
White	*
African American	N/A
2+ Races	N/A
EL	83%
SED	64%
SWD	67%

2021-22: Results	
Schoolwide	70%
Hispanic	73%
White	*
African American	*
2+ Races	*
EL	69%
SED	74%
SWD	59%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	72%
Hispanic	66%
White	*
African American	*
2+ Races	*
EL	65%
SED	74%
SWD	74%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	3.45%
Hispanic	5.88%
White	*
African American	*
2+ Races	*
EL	*
SED	5.88%
SWD	*

2021-22: Results	
Schoolwide	17.15%
Hispanic	5%
White	*
African American	*
2+ Races	*
EL	*
SED	9.09%
SWD	*

Data Source: DataQuest CAASPP Results

2022-23 Results	
Schoolwide	16.67%
Hispanic	10.53%
White	*
African American	*
2+ Races	*
EL	*
SED	11.76%
SWD	*

Data Source: DataQuest CAASPP Results

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>3.45%
Hispanic	>5.88%
White	*
African American	*
2+ Races	*
EL	*
SED	>5.88%
SWD	*

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups

Note: 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: [California Department of Education Independent Study Program Summary](#))

2020-21 Source: Local Reporting	
Schoolwide	87.2%
Hispanic	84.7%
White	92.9%
African American	98.7%
EL	88.4%
SED	85.5%
SWD	90.5%
Foster Youth	N/A
Homeless	87.2%
Cadet Corps	N/A
Pregnant/Parent	81.7%

2021-22: Results	
Schoolwide	90%
Hispanic	88.5%
White	91.1%
African American	96.9%
EL	88.6%
SED	88.2%
SWD	90.1%
Foster Youth	N/A
Homeless	86%
Cadet Corps	64.7%
Pregnant/Parent	N/A

Note: Results as of April 2022

2022-23 Results	
Schoolwide	89.9%
Hispanic	89.5%
White	90.1%
African American	*
EL	86.1%
SED	87.7%
SWD	90.9%
Foster Youth	*
Homeless	95.2%
Cadet Corps	*
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2023

2023-24 Results	
Schoolwide	93.6%
Hispanic	93.3%
White	95.1%
African American	*
EL	93.4%
SED	91.4%
SWD	96.1%
Foster Youth	*
Homeless	85.1%
Cadet Corps	*
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2024

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	>70.7%
Pregnant/Parent	>84%

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
Middle School	0.00%

2021-22: Results	
Middle School	0%

Note: Middle School Dropout Rate as of April 2022

2022-23 Results	
Middle School	1.07%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2023

2023-24 Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
Middle School	<5%

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
High School	5.1%

2021-22: Results	
High School	1.1%

Note: High School Dropout Rate as of April 2022

2022-23 Results	
High School	2.1%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2023

2023-24 Results	
High School	0%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
High School	<5%

Other Pupil Outcomes

Student Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

2020-21 Source: Local Reporting	
Schoolwide	89% as of March 2021

2021-22: Results	
Schoolwide	94%

Note: Results as of April 2022

2022-23 Results	
Schoolwide	94%

Data Source: Locally Reported
Note: Results as of April 2023

2023-24 Results	
Schoolwide	94%

Data Source: Locally Reported
Note: Results as of April 2024

Desired Outcome for 2023-24	
Schoolwide	> 90%

Goal Analysis

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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 5 decreased because the preliminary budget allocated funds for a special education student who required services at a residential

treatment facility. However, the students' needs changed based on the IEP, and these services were no longer needed. As a result, the budgeted amount for Action 5 decreased by \$91,130. Page 234 of 3166

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation
- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1 Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.

- Action 2i: Prioritize multilingual’s native language literacy to provide equitable access to the education program.

- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Basic 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	2023-24 Results 100% of students Data Source: Locally Reported	Desired Outcome for 2023-24 100% of students
Course Access 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	2020-21 Source: Local Reporting All students had access and were enrolled in a broad course of study	2021-22: Results All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year	2022-23 Results All students continue to have access and are enrolled in a broad course of study for the 2022-23 school year Data Source: Locally Reported	2023-24 Results All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year Data Source: Locally Reported	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
Course Access 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	2020-21 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2021-22: Results 100% of pupils with exceptional needs Data Source: Locally Reported	2022-23 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2023-24 Results 100% of pupils with exceptional needs Data Source: Locally Reported	Desired Outcome for 2023-24 100% of pupils with exceptional needs

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>2020-21 Source: Local Reporting</p> <p>4 students participating in the Early College Credit Program as of April 2021</p>	<p>2021-22: Results</p> <table border="1"> <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> </table> <p>Note: Results as of April 2022</p>	Dual Enrollment	2	Articulated Credit	2	Total early college credit	4	<p>2022-23 Results</p> <table border="1"> <tr><td>Dual Enrollment</td><td>1</td></tr> <tr><td>Articulated Credit</td><td>4</td></tr> <tr><td>Total early college credit</td><td>5</td></tr> </table> <p>Data Source: Locally Reported</p>	Dual Enrollment	1	Articulated Credit	4	Total early college credit	5	<p>2023-24 Results</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>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2024</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr><td>Number of students completing college credit courses</td><td>>4 students</td></tr> </table>	Number of students completing college credit courses	>4 students																						
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Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	6.5%
Hispanic	8.3%
White	*
African American	*
2+ Races	*
EL	*
SED	8%
SWD	*

2021-22: Results	
Schoolwide	2%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	2.3%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	4.2%
Hispanic	3%
White	*
African American	*
2+ Races	*
EL	0%
SED	5.3%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>6.5%
Hispanic	>8.3%
White	*
African American	*
2+ Races	*
EL	*
SED	>8%
SWD	*

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU

2020-21 Source: DataQuest	
Schoolwide	3.2%
Hispanic	4.2%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	8%
Hispanic	2.6%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	10.4%
Hispanic	6.1%
White	*
African American	*
2+ Races	*
EL	0%
SED	2.6%
SWD	6.7%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>3.2%
Hispanic	>4.2%
White	*
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a requirements AND at least one CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	*

Data Source: CA School Dashboard
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2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	*
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher

2020-21 Source: CA School Dashboard	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	2%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	2.3%
SWD	*

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	*
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

Other Pupil Outcomes Maintain a compliant and accessible Work Experience Education (WEE) Program	2020-21 Source: Local Reporting	2021-22: Results	2022-23 Results	2023-24 Results	Desired Outcome for 2023-24
	Met compliance requirements set forth by the California Department of Education	WEE Program remains compliant and available to all students for the 2021-22 school year	WEE Program remains compliant and available to all students for the 2022-23 school year Data Source: Locally Reported	WEE Program remains compliant and available to all students for the 2023-24 school year Data Source: Locally Reported	Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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.

No material differences to report for Goal 2.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Students completing UC a-g requirements for entrance to UC or CSU.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Very Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school's Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.
- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities,

guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.

- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>2020-21 Source: Local Reporting</p> <p>10 ELAD trainings as of April 2021</p>	<p>2021-22: Results</p> <p>10 ELAD trainings as of April 2022</p>	<p>2022-23 Results</p> <p>11 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>6 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>

<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>2020-21 Source: Local Reporting</p> <p>75% of teachers completed LEC</p>	<p>2021-22: Results</p> <p>75% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>2020-21 Source: Local Reporting</p> <p>98% of staff as of April 2021</p>	<p>2021-22: Results</p> <p>98% of staff as of April 2022</p>	<p>2022-23 Results</p> <p>100% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>98% of staff as of April 2024</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>95% of students as of April 2021</p>	<p>2021-22: Results</p> <p>100% of students as of April 2022</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of students</p>
<p>School Climate</p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of parents and family members as of April 2021</p>	<p>2021-22: Results</p> <p>100% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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.

No material differences to report for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

To improve student mathematics achievement, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.
- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement. Page 251 of 3166
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	2021-22: Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0%	2022-23 Results <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%	2023-24 Results <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 2024	Suspension Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%														
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Suspension Rate	0%														
Suspension Rate	<1.5%														
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	2021-22: Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Note: Results as of April 2022	Expulsion Rate	0%	2022-23 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: Locally Reported Note: Student Expulsion Results as of May 2023	Expulsion Rate	0%	2023-24 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: Locally Reported Note: Student Expulsion Results as of May 2024	Expulsion Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Expulsion Rate	<1%
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Expulsion Rate	<1%														
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>95% of students as of April 2021</td> </tr> </table>	95% of students as of April 2021	2021-22: Results <table border="1"> <tr> <td>98% of students as of April 2022</td> </tr> </table>	98% of students as of April 2022	2022-23 Results <table border="1"> <tr> <td>98% of students</td> </tr> </table> Data Source: Locally Reported	98% of students	2023-24 Results <table border="1"> <tr> <td>90% of students</td> </tr> </table> Data Source: Locally Reported	90% of students	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of students</td> </tr> </table>	>90% of students					
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School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>100% of parents and family members as of April 2021</td> </tr> </table>	100% of parents and family members as of April 2021	2021-22: Results <table border="1"> <tr> <td>100% of parents and family members as of April 2022</td> </tr> </table>	100% of parents and family members as of April 2022	2022-23 Results <table border="1"> <tr> <td>100% of parents and family</td> </tr> </table> Data Source: Locally Reported	100% of parents and family	2023-24 Results <table border="1"> <tr> <td>90% of parents and family</td> </tr> </table> Data Source: Locally Reported	90% of parents and family	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of parents and family members</td> </tr> </table>	>90% of parents and family members					
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>90% of parents and family members															
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	2020-21 Source: Local Reporting <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	2021-22: Results <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	2022-23 Results <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> Data Source: 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	2023-24 Results <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 2023-24 school year</td> </tr> </table> Data Source: Locally Reported	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year	Desired Outcome for 2023-24 <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					
School Safety Plan met compliance requirements set forth by local, county and state agencies															
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Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant															

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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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.

No material differences to report for Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school’s Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of school facilities</p>	<p>2021-22: Projected</p> <p>100% of school facilities as of April 2022</p>	<p>2022-23 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>26 community-based partnerships</p>	<p>2021-22: Projected</p> <p>24 community-based partnerships as of April 2022</p>	<p>2022-23 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>2020-21 Source: Local Reporting</p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p>2021-22: Projected</p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p>2022-23 Results</p> <p>Ten Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>12 Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of parents and family members as of April 2021</p>	<p>2021-22: Projected</p> <p>100% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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.

No material differences to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.

- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 263 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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	Sharnita Moore School Coordinator	smoore@altusschools.net (858) 678-2050

Plan Summary: 2024-25

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 Charter School III (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.

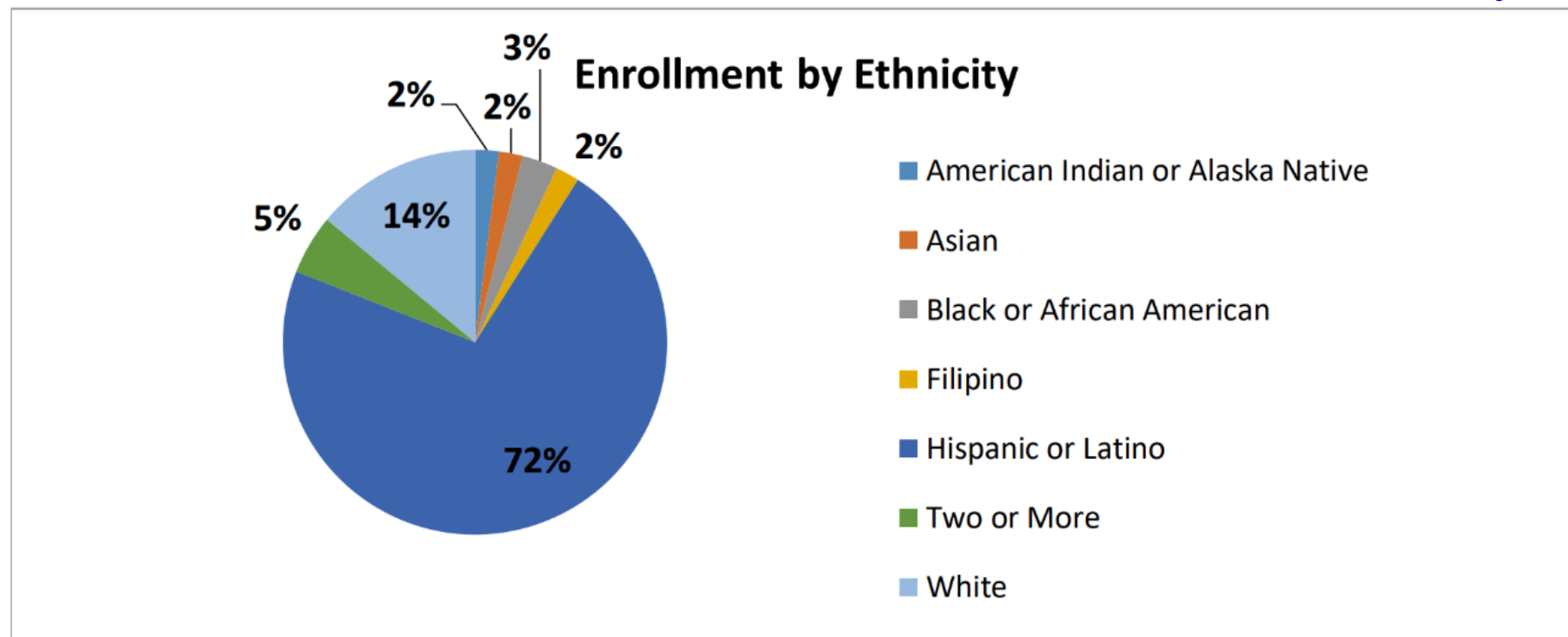
Our school’s standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo III are based on Common Core State Standards and are infused with appropriate technology-based 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: Page 265 of 3166

- 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 2024, Audeo III had a total enrollment of 184 students. Of these 184 students, 68% were Socioeconomically Disadvantaged, 26% were Students with Disabilities, 3% were GATE, 15% were English Learners, 11% were Homeless, and 0% were Foster Youth.

In addition, of these 184 students, 72% were Hispanic, 14% were White and 3% Black or African American. 11% of students were of other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



Reflections: Annual Performance

A reflection on annual performance 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 that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Green (Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- Audeo III did not receive a Performance Level for **English Language Arts (ELA)** because there were fewer than 30 students in this category. However, educational partners report that ELA is an academic strength of the program. The Average Distance from Standard

improved by 14.4 points from the previous year, reaching 1.6. This shows our effective teaching methods and the hard work of our educators. Page 267 of 3166

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 93.8%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	32	30	93.8%
English Learners	5	*	*
Homeless	3	*	*
Socioeconomically Disadvantaged	19	17	89.5%
Students with Disabilities	9	*	*
African American	2	*	*
Asian	1	*	*
Hispanic	23	21	91.3%
White	5	*	*
Two or More Races	1	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).

- Audeo III did not receive a Performance Level for the **English Learner Progress Indicator** due to having fewer than 30 students in this category in the current or prior year. Despite this, the school is dedicated to improving this academic performance indicator. To achieve this, we are implementing Goal 2, Action 2, which focuses on enhancing the English language development of our English Learner students. This initiative includes a thorough evaluation of their language progression and the establishment of a comprehensive support framework. Our commitment involves allocating significant resources and employing targeted strategies to ensure that our English Learners receive the necessary support to thrive academically and linguistically.
- **College/Career** was a Very Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. However, Audeo III had one Student Group that performed Very Low: Socioeconomically Disadvantaged. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- Audeo III did not receive a Performance Level for the **Mathematics** academic indicator due to having fewer than 30 students in this category in the current or prior year. However, educational partners are committed to improving mathematics teaching and learning schoolwide. 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. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school's data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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 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.

Audeo III is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year 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.

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 Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly. Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs:** Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.

2. **Creation of Goals:** Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community. Page 270 of 3166
3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively.
4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.
5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact.

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.
- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.
- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the

needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students. Page 271 of 3166

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

- a) **Credit Deficiency:** Upon initial enrollment at Audeo III, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.
- b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.
- c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.
- d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.
- e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.
- f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.

- g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement in school. Page 272 of 3166

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 2024-25 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. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.
- **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 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.
- **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.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve 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 2023 Dashboard and determined that the State DASS school average was 54.2% and San Diego County DASS school average was 49.3%.

For the 2024-25 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. Page 274 of 3166

Instructional Leaders

- Meet with all teachers in July, October, and January to review individual students' progress towards graduation.
- Conduct ongoing teaching observations, September 2024 to April 2025, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

<p>Students</p>	<p>The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.</p> <p>Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.</p> <p>Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.</p> <p>Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:

These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 279 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo III provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering Audeo III are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, Audeo III is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers as of October 2023		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
100% of teachers as of October 2023																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Total teaching FTE</td> <td>3.98</td> </tr> <tr> <td>Clear</td> <td>11.8%</td> </tr> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	3.98	Clear	11.8%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the baseline results	N/A												
2021-22 Results																								
Total teaching FTE	3.98																							
Clear	11.8%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Schoolwide</td> <td>93.8%</td> </tr> <tr> <td>Hispanic</td> <td>91.3%</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>89.5%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p>	2022-23 Results		Schoolwide	93.8%	Hispanic	91.3%	White	*	African American	*	2+ Races	*	EL	*	SED	89.5%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 68.8% San Diego County: 73.4%	N/A
2022-23 Results																								
Schoolwide	93.8%																							
Hispanic	91.3%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	*																							
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SWD	*																							

M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>60.4%</td> </tr> <tr> <td>Hispanic</td> <td>57.6%</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>50%</td> </tr> <tr> <td>SED</td> <td>57.9%</td> </tr> <tr> <td>SWD</td> <td>53.3%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	60.4%	Hispanic	57.6%	White	*	African American	*	2+ Races	*	EL	50%	SED	57.9%	SWD	53.3%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>San Diego County: 49.3%</p>	N/A Page 284 of 3166
2022-23 Results																								
Schoolwide	60.4%																							
Hispanic	57.6%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	50%																							
SED	57.9%																							
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M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</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>0%</td> </tr> <tr> <td>SED</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Cumulative results as of April 2024</p> <p>* Less than 11 students – data not displayed for privacy</p>	2023-24 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	*	2+ Races	*	EL	0%	SED	0%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>San Diego County: 22.2%</p>	N/A
2023-24 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	*																							
African American	*																							
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M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>1.6</td> </tr> <tr> <td>Hispanic</td> <td>-26.6</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>-17.6</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	1.6	Hispanic	-26.6	White	*	African American	*	2+ Races	*	EL	*	SED	-17.6	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 San Diego County: -135.9	N/A Page 285 of 3166
2022-23 Results																								
Schoolwide	1.6																							
Hispanic	-26.6																							
White	*																							
African American	*																							
2+ Races	*																							
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SWD	*																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-99.6</td> </tr> <tr> <td>Hispanic</td> <td>-143.2</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>-138.8</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-99.6	Hispanic	-143.2	White	*	African American	*	2+ Races	*	EL	*	SED	-138.8	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 San Diego County: -185.2	N/A
2022-23 Results																								
Schoolwide	-99.6																							
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African American	*																							
2+ Races	*																							
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M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		ELA	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% San Diego County: 33.3%	N/A														
2022-23 Results																								
ELA	*																							

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Math	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 3.8%</p> <p>San Diego County: 3.8%</p>	N/A Page 286 of 3166														
2022-23 Results																								
Math	*																							
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>20%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	20%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 32.5%</p> <p>San Diego County: 37%</p>	N/A														
2022-23 Results																								
English Learners	20%																							
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>12%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		School Reclassification Rate	12%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A														
2022-23 Results																								
School Reclassification Rate	12%																							
M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>67%</td> </tr> <tr> <td>Hispanic</td> <td>61%</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>60%</td> </tr> <tr> <td>SED</td> <td>63%</td> </tr> <tr> <td>SWD</td> <td>75%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	67%	Hispanic	61%	White	*	African American	*	2+ Races	*	EL	60%	SED	63%	SWD	75%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
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M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>78%</td> </tr> <tr> <td>Hispanic</td> <td>77%</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>67%</td> </tr> <tr> <td>SED</td> <td>78%</td> </tr> <tr> <td>SWD</td> <td>63%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	78%	Hispanic	77%	White	*	African American	*	2+ Races	*	EL	67%	SED	78%	SWD	63%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 287 of 3166
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M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>72%</td> </tr> <tr> <td>Hispanic</td> <td>66%</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>65%</td> </tr> <tr> <td>SED</td> <td>74%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	72%	Hispanic	66%	White	*	African American	*	2+ Races	*	EL	65%	SED	74%	SWD	74%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
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SED	74%																							
SWD	74%																							

M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>16.67%</td> </tr> <tr> <td>Hispanic</td> <td>10.53%</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>11.76%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Schoolwide	16.67%	Hispanic	10.53%	White	*	African American	*	2+ Races	*	EL	*	SED	11.76%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Exceed the Statewide or County DASS school average:</p> <p>Statewide: Not available</p> <p>San Diego County: 13.6%</p>	N/A Page 288 of 3166						
2022-23 Results																														
Schoolwide	16.67%																													
Hispanic	10.53%																													
White	*																													
African American	*																													
2+ Races	*																													
EL	*																													
SED	11.76%																													
SWD	*																													
M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>93.6%</td> </tr> <tr> <td>Hispanic</td> <td>93.3%</td> </tr> <tr> <td>White</td> <td>95.1%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>EL</td> <td>93.4%</td> </tr> <tr> <td>SED</td> <td>91.4%</td> </tr> <tr> <td>SWD</td> <td>96.1%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>85.1%</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of April 2024</p>	2023-24 Results		Schoolwide	93.6%	Hispanic	93.3%	White	95.1%	African American	*	EL	93.4%	SED	91.4%	SWD	96.1%	Foster Youth	*	Homeless	85.1%	Cadet Corps	*	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A
2023-24 Results																														
Schoolwide	93.6%																													
Hispanic	93.3%																													
White	95.1%																													
African American	*																													
EL	93.4%																													
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Foster Youth	*																													
Homeless	85.1%																													
Cadet Corps	*																													
Pregnant/Parent	*																													

M1.17	Middle School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A Page 289 of 3166
		Middle School	0%				
		Data Source: Locally Reported					
		Note: Middle School Dropout Rate as of April 2024					
M1.18	High School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A
		High School	0%				
		Data Source: Locally Reported					
		Note: High School Dropout Rate as of April 2024					
M1.19	Student Confidence Survey	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
		Schoolwide	94%				
		Data Source: Locally Reported					
		Note: Results as of April 2024					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<ul style="list-style-type: none"> 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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student. d) 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. 	\$2,265	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$90,625	Yes Page 293 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$460,376	No Page 295 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$281,392	Yes Page 297 of 3166
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$372,463	No Page 298 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.</p> <p>d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.</p>	\$8,976	No Page 299 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$117,553	Yes Page 300 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo III is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Dual Enrollment</td> <td>1</td> </tr> <tr> <td>Articulated Credit</td> <td>4</td> </tr> <tr> <td>Total early college credit</td> <td>5</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	1	Articulated Credit	4	Total early college credit	5	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 5 early college courses	N/A
2022-23 Results														
Dual Enrollment	1													
Articulated Credit	4													
Total early college credit	5													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>16 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of April 2024</p>	2023-24 Results		Number of AP Courses Assigned	16 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 16 AP courses	N/A Page 304 of 3166									
2023-24 Results																			
Number of AP Courses Assigned	16 courses																		
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td></tr> <tr><td>Design, Visual & Media Arts</td></tr> <tr><td>Environmental Resources</td></tr> <tr><td>Hospitality, Tourism & Recreation</td></tr> <tr><td>Software & Systems Development</td></tr> <tr><td>Public Safety</td></tr> <tr><td>Patient Care</td></tr> <tr><td>Business Management</td></tr> <tr><td>Animal Science</td></tr> <tr><td>Retail Sales and Marketing</td></tr> <tr><td>Teacher Education</td></tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	Animal Science	Retail Sales and Marketing	Teacher Education	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																			
Child Development																			
Design, Visual & Media Arts																			
Environmental Resources																			
Hospitality, Tourism & Recreation																			
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Public Safety																			
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Business Management																			
Animal Science																			
Retail Sales and Marketing																			
Teacher Education																			
M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Core Courses Aligned to CCSS	100%																		
M2.8	100% of Science Courses will be aligned to NGSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NGSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NGSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Science Courses Aligned to NGSS	100%																		

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 305 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>4.2%</td> </tr> <tr> <td>Hispanic</td> <td>3%</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>0%</td> </tr> <tr> <td>SED</td> <td>5.3%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	4.2%	Hispanic	3%	White	*	African American	*	2+ Races	*	EL	0%	SED	5.3%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	4.2%																							
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SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>10.4%</td> </tr> <tr> <td>Hispanic</td> <td>6.1%</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>0%</td> </tr> <tr> <td>SED</td> <td>2.6%</td> </tr> <tr> <td>SWD</td> <td>6.7%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	10.4%	Hispanic	6.1%	White	*	African American	*	2+ Races	*	EL	0%	SED	2.6%	SWD	6.7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 306 of 3166
2022-23 Results																								
Schoolwide	10.4%																							
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SED	2.6%																							
SWD	6.7%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</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>0%</td> </tr> <tr> <td>SED</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	*	2+ Races	*	EL	0%	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
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EL	0%																							
SED	0%																							
SWD	0%																							

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	2022-23 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 307 of 3166
		Schoolwide	0%				
		Hispanic	0%				
		White	*				
		African American	*				
		2+ Races	*				
		EL	*				
		SED	0%				
SWD	0%						
		Data Source: CA School Dashboard					
		* Less than 11 students – data not displayed for privacy					
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A
		WEE Program remains compliant and available to all students for the 2023-24 school year					
		Data Source: Locally Reported					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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. 	\$87,797	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e) 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), Gifted and Talented Education, and the Early College Credit Program.</p> <p>f) 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>	\$214,573	Yes Page 311 of 3166
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$145,439	No Page 312 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 316 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>98% of staff as of April 2024</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	98% of staff as of April 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
98% of staff as of April 2024								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo III	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo III	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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) Learning Leads 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. 	\$21,062	No Page 320 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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. 	\$5,422	<p style="text-align: right;">Yes</p> <p style="text-align: right;">Page 322 of 3166</p>
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	6,063	Yes Page 323 of 3166
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2024</p>	2023-24 Results		Suspension Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	0%									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">90% of students</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		90% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
90% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">90% of parents and family</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		90% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
90% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$33,315	No Page 329 of 3166
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$24,534	No Page 330 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$30,286	Yes Page 331 of 3166
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <td>2023-24 Results</td> </tr> <tr> <td>100% of school facilities</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <td>2023-24 Results</td> </tr> <tr> <td>The following parental participation opportunities were provided:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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 style="text-align: center;">2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 334 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p style="text-align: center;">2023-24 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 24 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	12 Family Learning Series were provided	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 335 of 3166
2023-24 Results								
12 Family Learning Series were provided								
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family members</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family members	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results								
100% of parents and family members								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$228,327	No Page 339 of 3166
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		<p>and communication.</p> <ul style="list-style-type: none"> k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners. l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods. m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. n) 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>2</p>	<p>Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development. e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. 	<p>\$34,011</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$461,403	\$41,146

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
22.237%	0%	\$0	22.237%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identify/experiences, and implement programs that promote diversity/inclusion. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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- c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.
- d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.
- e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

(M5.6) [Page 352 of 3166](#)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>(M1.13) Page 357 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

<p>Goal 1, Action 7</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP). b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups. c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress. d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement. e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness. b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success. c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student
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critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs. b) Provide specialized support and case management services to Foster Youth. c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges. d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students. b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system. c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY. b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers. c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success. d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress. e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes. b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth. c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7) b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	62:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 2,074,937	\$ 461,403	22.237%	0.000%	22.237%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,635,755	\$ 411,612	\$ -	\$ 117,112	\$ 2,164,479.00	\$ 1,849,743	\$ 314,736

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 2,265	\$ -	\$ -	\$ -	\$ 2,265	\$ 2,265	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 90,625	\$ -	\$ 83,479	\$ 5,047	\$ -	\$ 2,099	\$ 90,625	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 444,327	\$ 16,049	\$ 425,403	\$ 24,181	\$ -	\$ 10,792	\$ 460,376	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 257,593	\$ 23,799	\$ 233,181	\$ 999	\$ -	\$ 47,212	\$ 281,392	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 329,252	\$ 43,211	\$ 159,221	\$ 195,107	\$ -	\$ 18,135	\$ 372,463	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 8,976	\$ -	\$ 8,189	\$ -	\$ -	\$ 787	\$ 8,976	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 117,553	\$ -	\$ 108,048	\$ 5,047	\$ -	\$ 4,458	\$ 117,553	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 70,206	\$ 17,591	\$ 72,075	\$ 15,722	\$ -	\$ -	\$ 87,797	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 198,779	\$ 15,794	\$ 189,187	\$ 4,589	\$ -	\$ 20,797	\$ 214,573	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	\$ 145,439	\$ -	\$ -	\$ 145,439	\$ -	\$ -	\$ 145,439	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 21,062	\$ -	\$ 19,685	\$ 1,377	\$ -	\$ -	\$ 21,062	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 5,422	\$ -	\$ 419	\$ -	\$ -	\$ 5,003	\$ 5,422	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 6,063	\$ -	\$ 6,063	\$ -	\$ -	\$ -	\$ 6,063	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 27,615	\$ 5,700	\$ 32,627	\$ 688	\$ -	\$ -	\$ 33,315	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 24,534	\$ -	\$ 21,568	\$ 1,742	\$ -	\$ 1,224	\$ 24,534	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	\$ 26,289	\$ 3,997	\$ 23,472	\$ 2,474	\$ -	\$ 4,340	\$ 30,286	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 41,997	\$ 186,330	\$ 219,127	\$ 9,200	\$ -	\$ -	\$ 228,327	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 34,011	\$ -	\$ 34,011	\$ -	\$ -	\$ -	\$ 34,011	0.000%

2024-25 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
\$ 2,074,937	\$ 461,403	22.237%	0.000%	22.237%	\$ 677,860	0.000%	32.669%	Total:	\$ 677,860
								LEA-wide Total:	\$ 428,431
								Limited Total:	\$ 249,429
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 83,479	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 233,181	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	\$ 108,048	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 189,187	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 419	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	\$ 6,063	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 23,472	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 34,011	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,021,801.00	\$ 1,949,368.00

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	\$ 2,112	\$ 1,914
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	\$ 68,428	\$ 73,186
1	3	Academic Instruction and Support for All Students	No	\$ 345,456	\$ 357,062
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 297,396	\$ 282,448
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 442,938	\$ 351,808
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 7,744	\$ 8,393
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 94,545	\$ 103,035
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 74,486	\$ 77,288
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 214,684	\$ 232,193
2	3	College/Career Pathways for All Students	No	\$ 124,500	\$ 124,500
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 15,291	\$ 16,023
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 6,395	\$ 6,537
4	1	Safe and Supportive Schools for All Students	No	\$ 34,951	\$ 37,976
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 19,187	\$ 20,571
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 45,855	\$ 43,121
5	1	Engagement Opportunities for All Students	No	\$ 221,875	\$ 207,056
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 5,958	\$ 6,257

2023-24 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)
\$ 459,952	\$ 514,166	\$ 617,814	\$ (103,648)	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	1	Systematic Approach to Monitor Student Learning for All Students	No	\$ -	\$ -	0.00%	0.00%
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	\$ 52,310	\$ 58,247.00	0.00%	0.00%
1	3	Academic Instruction and Support for All Students	No	\$ -	\$ -	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 202,345	\$ 219,790.00	0.00%	0.00%
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ -	\$ -	0.00%	0.00%
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ -	\$ -	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 62,407	\$ 83,371.00	0.00%	0.00%
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ -	\$ -	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 152,820	\$ 210,519.00	0.00%	0.00%
2	3	College/Career Pathways for All Students	No	\$ -	\$ -	0.00%	0.00%
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ -	\$ -	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 539	\$ 1,386.00	0.00%	0.00%
4	1	Safe and Supportive Schools for All Students	No	\$ -	\$ -	0.00%	0.00%
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ -	\$ -	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 37,787	\$ 38,244.00	0.00%	0.00%
5	1	Engagement Opportunities for All Students	No	\$ -	\$ -	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 5,958	\$ 6,257.00	0.00%	0.00%

2023-24 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)
\$ 2,050,381	\$ 459,952	0.00%	22.43%	\$ 617,814	0.00%	30.13%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 378 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Page 379 of 3166
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 384 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 387 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. Page 389 of 3166

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. Page 394 of 3166

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. Page 400 of 3166

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Audeo Charter School III** 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 at **Audeo Charter School III** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Audeo Charter School III'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter School III'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter School III'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Charter School III'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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Audeo Charter School III'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:¹

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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. 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. 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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 Charter School III 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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Audeo Charter School III (Audeo 3) administers both an Annual LCAP Stakeholder Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP 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 the school's LCAP. 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 2023-2024, Audeo 3 exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYS survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. Audeo 3's response rate on the CHYS at each grade level was Grade 7 (13%), Grade 9 (19%), and Grade 11 (70%) for CHYS Core and Grade 7 (13%), Grade 9 (16%), and Grade 11 (70%) for CHYS Behavioral Health.

2. **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 91% of students reported that they felt safe at Audeo 3 and 100% of parents reported that they feel their child is safe at the school. 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 2023-2024 Audeo 3's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Audeo 3 didn't receive disaggregated results on the CHYS for SPED, EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup. The only grade level to meet disaggregation threshold for the CHYS was Grade 9. The following applies to the 9th grade students at Audeo 3 who completed the CHYS. Key learnings from the CHYS included that in the past 12 months, 18% of students reported chronic sad or hopeless feelings and 10% of students reported having considered attempting suicide. 27% of students reported having ever used alcohol or drugs in their lifetime. The majority of these reported having used these 3 or fewer times ever with 9% using alcohol and 9% using marijuana in the past 30 days. 9% reported they currently use tobacco and 18% have tried vaping. In the past 12 months 20% of surveyed students reported wanting to receive mental health services, 20% reported receiving mental health services and 10% reported barriers to receiving services. 64% reported eating breakfast today. 36% reported they went to bed at 12am or later the prior night. 27% reported having 3 or more absences in the past 30 days.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Audeo 3 has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to

an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs Audeo 3 has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at Audeo 3.

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 2023-2024 **Audeo Charter School III** served 138 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 23.9%
- Percentage of English Learners: 21.0%
- Percentage of Socioeconomically Disadvantaged: 69.6%
- Percentage of Homeless and Foster Youth (FY): 13.8%

Audeo Charter School III 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 Charter School III 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.**

Audeo Charter School III'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 **Audeo Charter School III**, 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 Charter School III** 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 **Audeo Charter School III** 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.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

Db a

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

AUDEO VALLEY CHARTER NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

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

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Audeo Valley Charter Resource Center and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Audeo Valley Charter School

CDS Code: 33103300140780

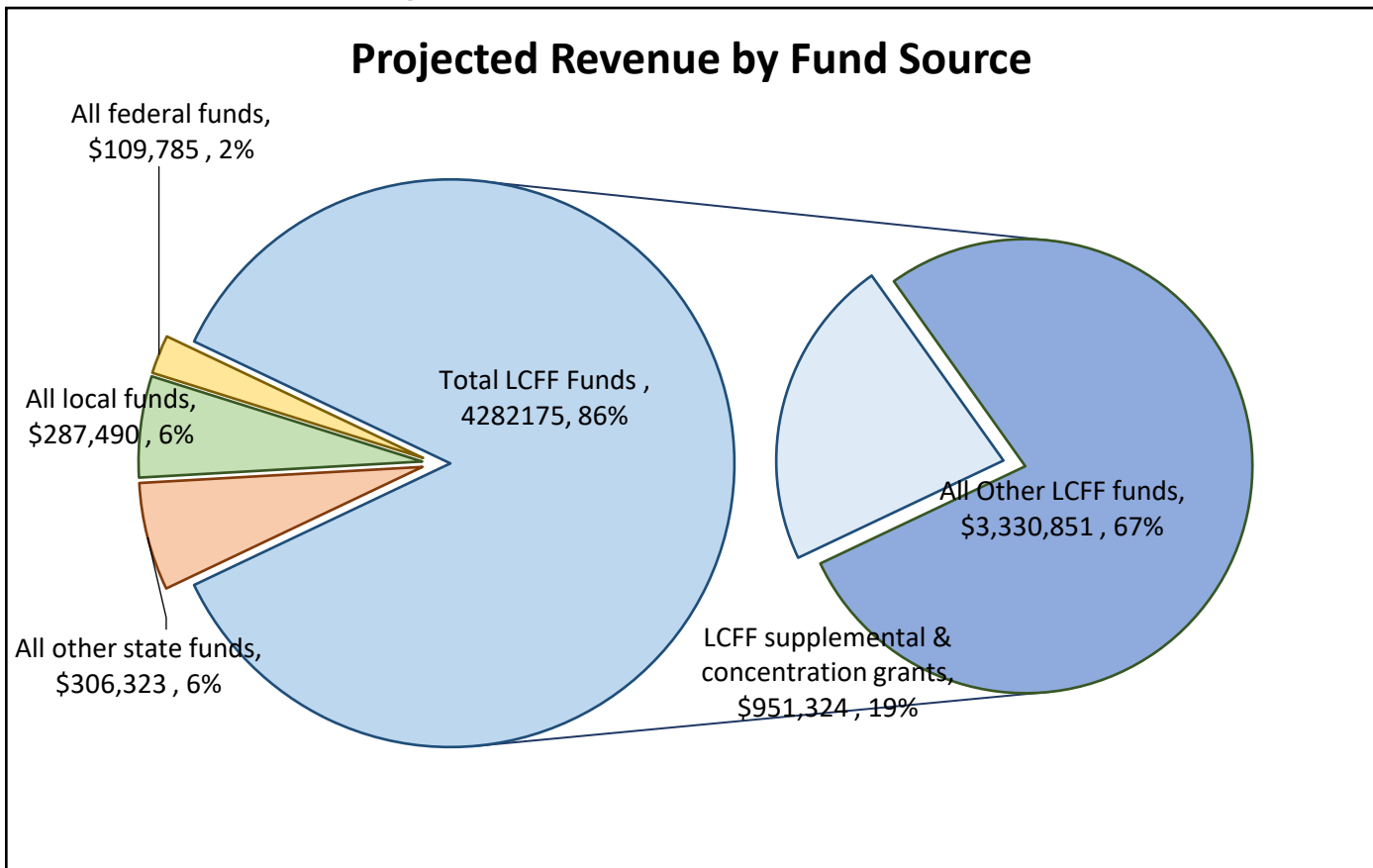
School Year: 2024-25

LEA contact information: Sharnita Moore, Ph: (858) 214-2511, Email: 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 2024-25 School Year

Projected Revenue by Fund Source

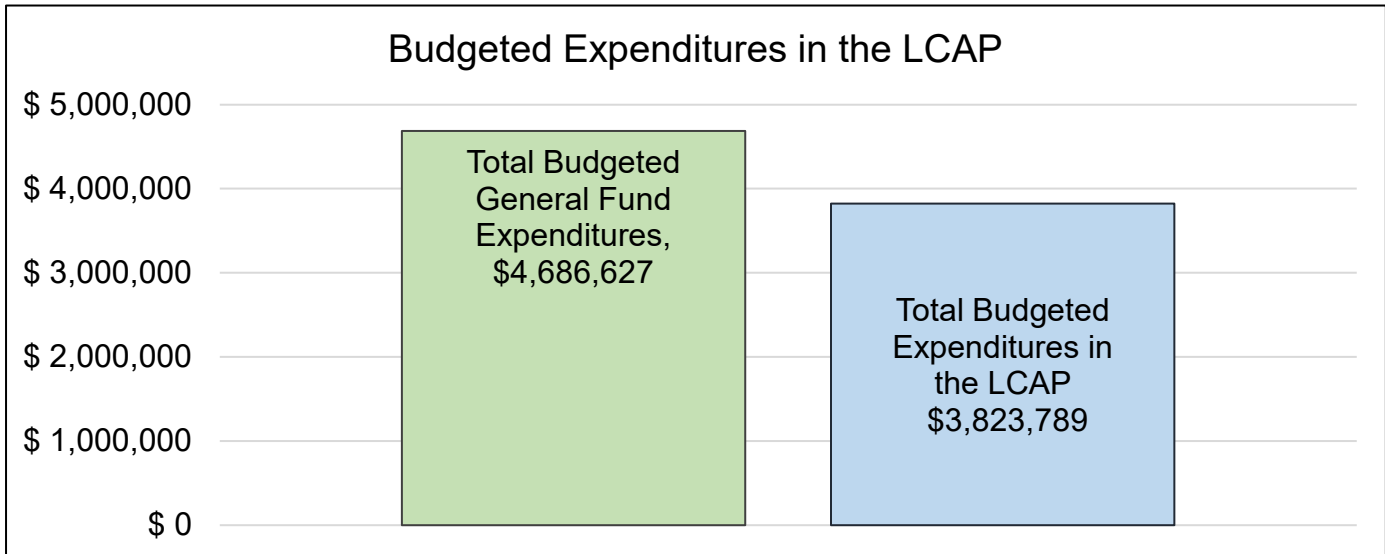


This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is \$4,985,773.00, of which \$4,282,175.00 is Local Control Funding Formula (LCFF), \$306,323.00 is other state funds, \$287,490.00 is local funds, and \$109,785.00 is federal funds. Of the \$4,282,175.00 in LCFF Funds, \$951,324.00 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

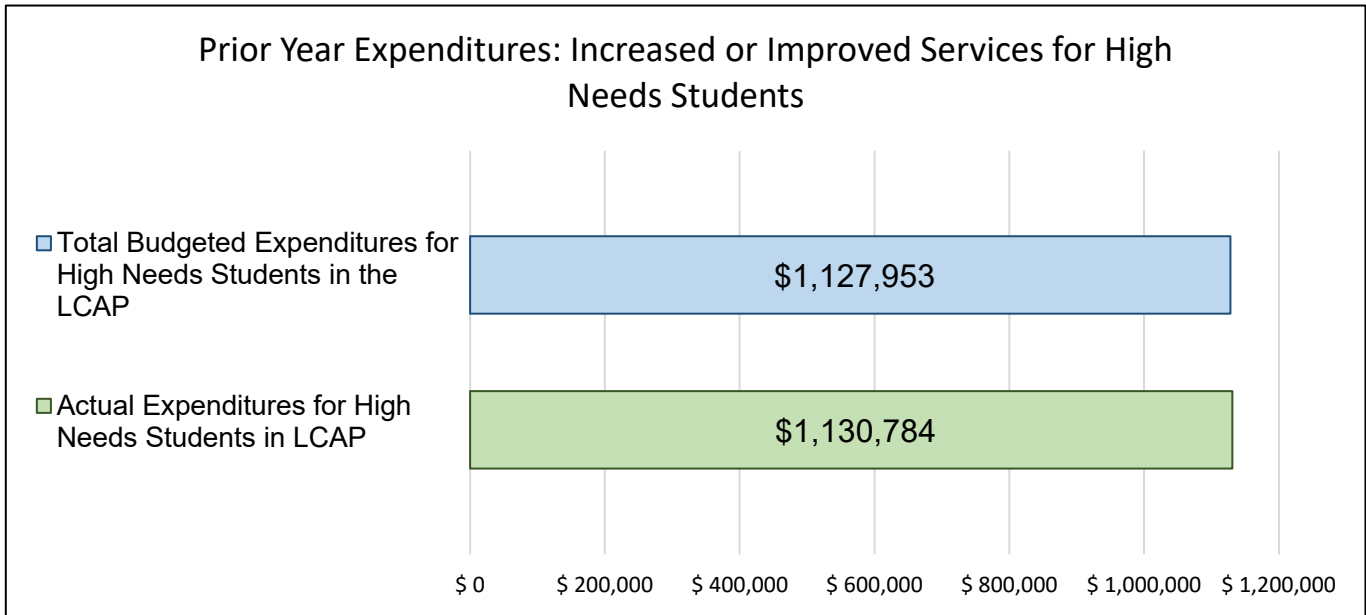
The text description of the above chart is as follows: Audeo Valley Charter School plans to spend \$4,686,627.00 for the 2024-25 school year. Of that amount, \$3,823,789.00 is tied to actions/services in the LCAP and \$862,838.00 is not included in the LCAP. The budgeted expenditures that are not included 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 2024-25 School Year

In 2024-25, Audeo Valley Charter School is projecting it will receive \$951,324.00 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 \$1,015,001.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Audeo Valley Charter School's LCAP budgeted \$1,127,953.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent \$1,130,784.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Audeo Valley Charter School	Sharnita Moore School Coordinator	smoore@altusschools.net (951) 247-6646

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																								
<p>Basic</p> <p>Teachers appropriately assigned and credentialed</p>	<p>Note: 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 colspan="2">*1 teacher mis-assignment</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>*Teacher was in the process of securing an Intern Teaching Credential</p>	2021-22 Results		*1 teacher mis-assignment		<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">90% of teachers</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		90% of teachers		<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of teachers</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td colspan="2">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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Pupil Achievement

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

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	69.9%
Hispanic	70.8%
White	84.6%
African American	58.3%
2+ Races	*
EL	64.3%
SED	68.8%
SWD	61.5%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	57.3%
Riverside County DASS Average	80.8%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	64.5%
Hispanic	62.5%
White	*
African American	80%
2+ Races	*
EL	*
SED	64.3%
SWD	64.7%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	54.2%
Riverside County DASS Average	76.5%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
Riverside County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	6%
Hispanic	7.7%
White	*
African American	*
2+ Races	*
EL	*
SED	3.6%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	55.9%
Riverside County DASS Average	26.4%

Data Source: Locally Reported

2022-23 Projected Results	
Schoolwide	3.2%
Hispanic	2.3%
White	*
African American	*
2+ Races	*
EL	*
SED	2%
SWD	8.3%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of March 2023

2022-23 Results	
State DASS Average	47.1%
Riverside County DASS Average	50.1%

Data Source: Locally Reported

2023-24 Projected Results	
Schoolwide	1.4%
Hispanic	2%
White	*
African American	*
2+ Races	*
EL	*
SED	1.8%
SWD	0%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of March 2024

2023-24 Results	
State DASS Average	Not available
Riverside County DASS Average	Not available

Data Source: Locally Reported

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	<10%
African American	<10%
2+ Races	<10%
EL	<10%
SED	<10%
SWD	<10%

Pupil Achievement

Smarter Balanced ELA 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

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	-41.1
Hispanic	-35.7
White	*
African American	*
2+ Races	*
EL	*
SED	-53.1
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
Riverside County DASS Average	-96.9

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-36.1
Hispanic	-27
White	*
African American	-57.4
2+ Races	*
EL	-58.5
SED	-57
SWD	-126.1

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
Riverside County DASS Average	-122.6

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
Riverside County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-35.1
Hispanic	>-29.7
White	N/A
African American	N/A
2+ Races	N/A
EL	N/A
SED	>-47.1
SWD	N/A

Pupil Achievement

Smarter Balanced Mathematics

Summative Assessments:

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

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	-123.5
Hispanic	-119.9
White	*
African American	*
2+ Races	*
EL	*
SED	-128.3
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
Riverside County DASS Average	-156.6

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-129.1
Hispanic	-123.2
White	*
African American	-167.4
2+ Races	*
EL	-146.1
SED	-140.7
SWD	-206.5

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
Riverside County DASS Average	-197.2

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
Riverside County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-117.5
Hispanic	>-113.9
White	N/A
African American	N/A
2+ Races	N/A
EL	N/A
SED	>-122.3
SWD	N/A

<p>Pupil Achievement</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>Note: 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>ELA</td> <td>43.75%</td> </tr> <tr> <td>Mathematics</td> <td>12.5%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2021-22 Results		ELA	43.75%	Mathematics	12.5%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>44.45%</td> </tr> <tr> <td>Mathematics</td> <td>15.55%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	44.45%	Mathematics	15.55%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Not available</td> </tr> <tr> <td>Mathematics</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</p>	2023-24 Results		ELA	Not available	Mathematics	Not available	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>Exceed 2021-22 proficiency percentage</td> </tr> <tr> <td>Mathematics</td> <td>Exceed 2021-22 proficiency percentage</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		ELA	Exceed 2021-22 proficiency percentage	Mathematics	Exceed 2021-22 proficiency percentage
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<p>Pupil Achievement</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>Note: 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>English Learners</td> <td>52.4%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2021-22 Results		English Learners	52.4%	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>68.2%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	68.2%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</p>	2023-24 Results		English Learners	Not available	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>>45%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		English Learners	>45%								
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<p>Pupil Achievement</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>	<table border="1"> <thead> <tr> <th colspan="2">2019-20 Source: DataQuest</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Total</td> <td>2021-22 is the first year of operation</td> </tr> <tr> <td>Riverside County Total</td> <td>15%</td> </tr> <tr> <td>State Total</td> <td>13.8%</td> </tr> </tbody> </table>	2019-20 Source: DataQuest		Audeo Valley Total	2021-22 is the first year of operation	Riverside County Total	15%	State Total	13.8%	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p> <p>Note: Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of April 2023</p>	2021-22 Results		Audeo Valley Reclassification Rate	Not available	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>16%</td> </tr> </tbody> </table> <p>Data Source: DataQuest</p>	2022-23 Results		Audeo Valley Reclassification Rate	16%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>Not available</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: 2024 EL Reclassification Rates will be available in Fall 2024</p>	2023-24 Results		School Reclassification Rate	Not available	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>>13.8%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Audeo Valley Reclassification Rate	>13.8%
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Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	71%
Hispanic	65%
White	92%
African American	90%
2+ Races	*
EL	50%
SED	72%
SWD	65%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	71%
Hispanic	73%
White	*
African American	65%
2+ Races	*
EL	62%
SED	72%
SWD	52%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	77%
Hispanic	78%
White	64%
African American	80%
2+ Races	*
EL	*
SED	74%
SWD	63%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	79%
Hispanic	80%
White	82%
African American	67%
2+ Races	*
EL	73%
SED	82%
SWD	74%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	60%
Hispanic	60%
White	55%
African American	71%
2+ Races	*
EL	46%
SED	62%
SWD	50%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2022-23 Results	
Schoolwide	71%
Hispanic	67%
White	73%
African American	80%
2+ Races	*
EL	71%
SED	74%
SWD	77%

Data Source: Locally Reported

* Less than 10 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	15.38%
Hispanic	16.94%
White	*
African American	6.67%
2+ Races	*
EL	*
SED	16.66%
SWD	*

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	11.27%
Hispanic	9.62%
White	*
African American	*
2+ Races	*
EL	*
SED	8.16%
SWD	0%

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Target	Exceed 2021-22 percentage schoolwide and all numerically significant student groups

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups

Note: 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: [California Department of Education Independent Study Program Summary](#))

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	93.5%
Hispanic	93.2%
White	95.7%
African American	93.5%
EL	93%
SED	93.4%
SWD	96.8%
Foster Youth	93%
Homeless	93.9%
Cadet Corps	98.1%
Pregnant/Parent	86.9%

Data Source: Locally Reported

2022-23 Projected Results	
Schoolwide	92.7%
Hispanic	93.3%
White	95.1%
African American	91.2%
EL	88.2%
SED	93.7%
SWD	93.3%
Foster Youth	*
Homeless	98%
Cadet Corps	98.4%
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of February 2023

2023-24 Results	
Schoolwide	98.3%
Hispanic	98.1%
White	99.2%
African American	97.9%
EL	98.5%
SED	98.4%
SWD	99%
Foster Youth	*
Homeless	*
Cadet Corps	99.7%
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of March 2024

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	>84%

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Middle School	0%

Data Source: Locally Reported

2022-23 Projected Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2023

2023-24 Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of March 2024

Desired Outcome for 2023-24	
Middle School	<5%

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
High School	1.5%

Data Source: Locally Reported

2022-23 Projected Results	
High School	2.1%

Data Source: Locally Reported

Note: High School Dropout Rate as of March 2023

2023-24 Results	
High School	0%

Data Source: Locally Reported

Note: High School Dropout Rate as of March 2024

Desired Outcome for 2023-24	
High School	<5%

Other Pupil OutcomesStudent Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

Note: 2021-22 is the first year of operation – baseline data does not exist

2021-22 Results	
Schoolwide	98%

Data Source: Locally Reported

2021-22 Results	
Schoolwide	96%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	95%

Data Source: Locally Reported

Note: Results as of March 2024

Desired Outcome for 2023-24	
Schoolwide	>90%

Goal Analysis

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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 1.1

Budgeted Expenditures: \$4,685

Estimated Actual Expenditures: \$3,282

Material Difference: Decrease \$1,404

Explanation: Action 1 decreased slightly by \$1,404 due to costs for assessing student's academic progress being lower than anticipated.

Action 1.3

Budgeted Expenditures: \$955,402.00

Estimated Actual Expenditures: \$661,658

Material Difference: Decrease \$293,744

Explanation: The school realigned the budgeted expenditures for action 1.3 to support the increase special education population in action 1.5. Additionally, When the preliminary budget was developed, Audeo Valley budgeted additional FTE for teachers and other instructional staff to support action 1.3. Since the budgeted FTE positions were not filled, estimated actuals decreased.

Action 1.5

Budgeted Expenditures: \$343,321

Estimated Actual Expenditures: \$473,957

Material Difference: Increase \$130,636

Explanation: Increased FTE staff allocations to align with action 1.5 due to increased growth in special education population to support the academic instruction and support for students with disabilities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation

- Middle and High School Dropout Rate
- Student Confidence

While the school's California Science Test (CAST) results were less than the desired outcome, the school is confident that Goal 1 Actions have prioritized individual tutoring sessions focused on helping students meet Next Generation Science Standards and will support continuous improvement in this area.

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.

Due to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school adjusted Goal 1 Action 4 to prioritize improvement in this academic engagement indicator. The school is committed to improving the Graduation Rate for all students, but with special emphasis on Student Groups performing Very Low: Hispanic and Socioeconomically Disadvantaged.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.
- Action 2i: Prioritize multilingual's native language literacy to provide equitable access to the education program.
- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Basic Availability of standards aligned instructional materials to every student	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22 Results 100% of students Data Source: Locally Reported	2022-23 Results 100% of students Data Source: Locally Reported	2023-24 Results 100% of students Data Source: Locally Reported	Desired Outcome for 2023-24 100% of students
		2021-22 Results All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year Data Source: 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 Data Source: Locally Reported	2023-24 Results All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year Data Source: Locally Reported	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
Course Access 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	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2022-23 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2023-24 Results 100% of pupils with exceptional needs Data Source: Locally Reported	Desired Outcome for 2023-24 100% of pupils with exceptional needs
Course Access 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	Note: 2021-22 is the first year of operation – baseline data does not exist	2021-22 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2022-23 Results 100% of pupils with exceptional needs Data Source: Locally Reported	2023-24 Results 100% of pupils with exceptional needs Data Source: Locally Reported	Desired Outcome for 2023-24 100% of pupils with exceptional needs

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>Note: 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>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> <p>Data Source: Locally Reported</p>	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>15</td> </tr> <tr> <td>Articulated Credit</td> <td>30</td> </tr> <tr> <td>Total early college credit</td> <td>45</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	15	Articulated Credit	30	Total early college credit	45	<table border="1"> <thead> <tr> <th colspan="2">2023-24 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 2024</p>	2023-24 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>>20 students</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Number of students completing college credit courses	>20 students															
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Other Pupil Outcomes Maintain a compliant and accessible Work Experience Education (WEE) Program	2020-21 Source: Local Reporting	<table border="1"> <thead> <tr> <th>2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>WEE Program remains compliant and available to all students for the 2021-22 school year</td> </tr> </tbody> </table>	2021-22 Results	WEE Program remains compliant and available to all students for the 2021-22 school year	<table border="1"> <thead> <tr> <th>2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>WEE Program remains compliant and available to all students for the 2022-23 school year</td> </tr> </tbody> </table>	2022-23 Results	WEE Program remains compliant and available to all students for the 2022-23 school year	<table border="1"> <thead> <tr> <th>2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>WEE Program remains compliant and available to all students for the 2023-24 school year</td> </tr> </tbody> </table>	2023-24 Results	WEE Program remains compliant and available to all students for the 2023-24 school year	<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td colspan="2">Provide a compliant WEE Program for students who want to participate in work-based learning opportunities</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Provide a compliant WEE Program for students who want to participate in work-based learning opportunities	
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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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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 2.2

Budgeted Expenditures: \$175,403

Estimated Actual Expenditures: \$205,444

Material Difference: Increase \$30,041

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Student participation in Advanced Placement (AP) courses.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- CTE Career Pathway completion.
- Students completing UC a-g requirements for entrance to UC or CSU.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

Due to a Very Low Performance Status on the College/Career Indicator (CCI), the school has adjusted Goal 2 Action 3 to prioritize improvement in this area. While the school is committed to improving the CCI for all students, there is a special emphasis on the Socioeconomically Disadvantaged student group, which is currently performing at a Very Low level.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school’s Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.
- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.
- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24											
<p>Implementation of State Standards</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>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	100% of teachers	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	100% of teachers as of April 2023	Data Source: Locally Reported	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>TBD</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	TBD	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>>90% of teachers</td> </tr> </table>	Desired Outcome for 2023-24	>90% of teachers
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<p>Implementation of State Standards</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>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	100% of teachers	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> <tr> <td>Data Source: Locally</td> </tr> </table>	2022-23 Results	100% of teachers as of April 2023	Data Source: Locally	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>TBD</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	TBD	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>>90% of teachers</td> </tr> </table>	Desired Outcome for 2023-24	>90% of teachers
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<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>10 ELAD trainings</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	10 ELAD trainings	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>11 ELAD trainings</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	11 ELAD trainings	Data Source: Locally Reported	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	6 ELAD trainings	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>At least six annual ELAD trainings</td> </tr> </table>	Desired Outcome for 2023-24	At least six annual ELAD trainings
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<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	100% of teachers	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	100% of teachers	Data Source: Locally Reported	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	100% of teachers	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>>90% of instructional staff</td> </tr> </table>	Desired Outcome for 2023-24	>90% of instructional staff
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<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>98% of staff</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	98% of staff	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>96% of staff as of April 2023</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	96% of staff as of April 2023	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>99% of staff as of April 2024</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	99% of staff as of April 2024	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>>90% of instructional staff</td> </tr> </table>	Desired Outcome for 2023-24	>90% of instructional staff
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<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <tr> <th>2021-22 Results</th> </tr> <tr> <td>100% of students</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2021-22 Results	100% of students	Data Source: Locally Reported	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>97% of students</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2022-23 Results	97% of students	Data Source: Locally Reported	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>96% of students</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	96% of students	Data Source: Locally Reported	<table border="1"> <tr> <th>Desired Outcome for 2023-24</th> </tr> <tr> <td>>90% of students</td> </tr> </table>	Desired Outcome for 2023-24	>90% of students
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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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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.

No material differences to report for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

Due to a Very Low Performance Status on the Mathematics indicator, the school has introduced Action 3 to prioritize improvement in this critical area. While the school is dedicated to enhancing Mathematics achievement across all students, there is a special emphasis on supporting the Socioeconomically Disadvantaged and Hispanic student groups, who are currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.
- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement. Page 463 of 3166
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	Note: 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 Note: As of April 2023, there have been no student suspensions	2022-23 Results		Suspension Rate	0%	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </tbody> </table> Data Source: CA School Dashboard Note: Student Suspensions Results as of May 2024	2023-24 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><1.5%</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Suspension Rate	<1.5%
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School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	Note: 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 colspan="2">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> </tbody> </table> Data Source: Locally Reported	2021-22 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year		<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">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> </tbody> </table> Data Source: Locally Reported	2022-23 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year		<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </tbody> </table> Data Source: Locally Reported	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		<table border="1"> <thead> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td colspan="2">Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant</td> </tr> </tbody> </table>	Desired Outcome for 2023-24		Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant	
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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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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.

No material differences to report for Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school’s Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24								
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="716 110 1039 154">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 154 1039 198">100% of school facilities</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2021-22 Results	100% of school facilities	<table border="1"> <thead> <tr> <th data-bbox="1052 110 1375 154">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 154 1375 198">100% of school facilities</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of school facilities	<table border="1"> <thead> <tr> <th data-bbox="1388 110 1711 154">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1388 154 1711 198">100% of school facilities</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	<table border="1"> <thead> <tr> <th data-bbox="1724 110 2047 154">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1724 154 2047 198">100% of school facilities</td> </tr> </tbody> </table>	Desired Outcome for 2023-24	100% of school facilities
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<p>Parental Involvement</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>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"> <thead> <tr> <th data-bbox="716 386 1039 430">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 430 1039 836"> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings </td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2021-22 Results	<p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<table border="1"> <thead> <tr> <th data-bbox="1052 386 1375 430">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 430 1375 885"> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels </td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	<p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels 	<table border="1"> <thead> <tr> <th data-bbox="1388 386 1711 430">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td data-bbox="1388 430 1711 917"> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels </td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	<p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels 	<table border="1"> <thead> <tr> <th data-bbox="1724 386 2047 430">Desired Outcome for 2023-24</th> </tr> </thead> <tbody> <tr> <td data-bbox="1724 430 2047 560"> <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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<p>Parental Involvement</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>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<p>2021-22 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"><thead><tr><th data-bbox="711 32 1047 77">2021-22 Results</th></tr></thead><tbody><tr><td data-bbox="711 77 1047 147">Nine Family Learning Series were provided</td></tr><tr><td data-bbox="711 147 1047 329">Data Source: Locally Reported</td></tr></tbody></table>	2021-22 Results	Nine Family Learning Series were provided	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1047 32 1383 77">2022-23 Results</th></tr></thead><tbody><tr><td data-bbox="1047 77 1383 147">Ten Family Learning Series were provided</td></tr><tr><td data-bbox="1047 147 1383 329">Data Source: Locally Reported</td></tr></tbody></table>	2022-23 Results	Ten Family Learning Series were provided	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1383 32 1719 77">2023-24 Results</th></tr></thead><tbody><tr><td data-bbox="1383 77 1719 147">12 Family Learning Series were provided</td></tr><tr><td data-bbox="1383 147 1719 329">Data Source: Locally Reported</td></tr></tbody></table>	2023-24 Results	12 Family Learning Series were provided	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1719 32 2062 77">Desired Outcome for 2023-24</th></tr></thead><tbody><tr><td data-bbox="1719 77 2062 329">At least six annual Family Learning Series offered to parents and family members</td></tr></tbody></table>	Desired Outcome for 2023-24	At least six annual Family Learning Series offered to parents and family members
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<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>Note: 2021-22 is the first year of operation – baseline data does not exist</p>	<table border="1"><thead><tr><th data-bbox="711 329 1047 375">2021-22 Results</th></tr></thead><tbody><tr><td data-bbox="711 375 1047 444">97% of parents and family members</td></tr><tr><td data-bbox="711 444 1047 654">Data Source: Locally Reported</td></tr></tbody></table>	2021-22 Results	97% of parents and family members	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1047 329 1383 375">2022-23 Results</th></tr></thead><tbody><tr><td data-bbox="1047 375 1383 444">100% of parents and family members</td></tr><tr><td data-bbox="1047 444 1383 654">Data Source: Locally Reported</td></tr></tbody></table>	2022-23 Results	100% of parents and family members	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1383 329 1719 375">2023-24 Results</th></tr></thead><tbody><tr><td data-bbox="1383 375 1719 444">100% of parents and family members</td></tr><tr><td data-bbox="1383 444 1719 654">Data Source: Locally Reported</td></tr></tbody></table>	2023-24 Results	100% of parents and family members	Data Source: Locally Reported	<table border="1"><thead><tr><th data-bbox="1719 329 2062 375">Desired Outcome for 2023-24</th></tr></thead><tbody><tr><td data-bbox="1719 375 2062 654">>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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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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, the school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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.

No material differences to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.
- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 475 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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	Sharnita Moore School Coordinator	smoore@altusschools.net (951) 247-6646

Plan Summary: 2024-25

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 March 2024, Audeo Valley had a total enrollment of 269 students. Here's a summary of the student demographics and special populations:

Special Populations:

- Socioeconomically Disadvantaged: 77%
- Students with Disabilities: 17%
- GATE (Gifted and Talented Education): 6%
- English Learners: 12%
- Homeless: 3%
- Foster Youth: 0%

Ethnicity Summary:

- Hispanic: 71%
- White: 8%
- Black or African American: 12%

- Other Ethnicities: 9%

These figures highlight the diversity and the specific needs of the student population in Audeo Valley.

Reflections: Annual Performance

A reflection on annual performance 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 that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was an **Orange (High) Performance Level**. The school's Chronic Absenteeism rate was 6.8%. This was a 0.9% increase from the prior year. There were no student groups performing in the Red (Very Low) Performance level. However, educational partners continue to report that this academic engagement indicator is a strength because it is significantly better than the DASS Statewide Average (47.1%) and Riverside County Average (50.1%).
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- Audeo Valley did not receive a Performance Level for the **English Learner Progress Indicator** because there were fewer than 30 students in the current or prior year. However, this area remained a strength for the school, with 68.2% of English Learners making progress towards English language proficiency.
- **English Language Arts** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level.

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 98.3%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	58	57	98.3%
English Learners	4	*	*
Foster Youth	1	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	40	39	97.5%
Students with Disabilities	10	*	*
African American	11	10	90.9%
Asian	2	*	*
Hispanic	39	39	100.0%
White	4	*	*
Two or More Races	2	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. To address low performance, Goal 1 Action 4 is specifically designed to enhance graduation rates. This strategic initiative aims to provide targeted support and resources, ensuring more students successfully complete their education. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).

- The **College/Career** indicator was identified as Very Low Performance Status. Although the California Department of Education did not assign Performance Colors for the 2023 School Dashboard, Audeo Valley had one student group, the Socioeconomically Disadvantaged, performing at a Very Low level. Goal 2 Action 3 addresses this issue by having counselors actively recruit and guide students in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- **Mathematics** was a Red (Very Low) Performance Level. There were 2 Student Groups that performed Very Low: 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, as addressed in Goal 3 Action 3. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school's data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Students

The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.

Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in **School Site Council (SSC)** meetings and **English Learner Advisory Committee (ELAC)** meetings allowed them to engage in discussions on key school initiatives and policies.

Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.

Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.

A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:

These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 486 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo Valley provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering Audeo Valley are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, Audeo Valley is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>100% of teachers</td> <td></td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
100% of teachers																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Total teaching FTE</td> <td>6.48</td> </tr> <tr> <td>Clear</td> <td>14%</td> </tr> </tbody> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	6.48	Clear	14%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the baseline results	N/A												
2021-22 Results																								
Total teaching FTE	6.48																							
Clear	14%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>98.3%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>90.9%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>97.5%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	98.3%	Hispanic	100%	White	*	African American	90.9%	2+ Races	*	EL	*	SED	97.5%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 68.8% Riverside County: 83.1%	N/A
2022-23 Results																								
Schoolwide	98.3%																							
Hispanic	100%																							
White	*																							
African American	90.9%																							
2+ Races	*																							
EL	*																							
SED	97.5%																							
SWD	*																							

M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>64.5%</td> </tr> <tr> <td>Hispanic</td> <td>62.5%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>80%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>64.3%</td> </tr> <tr> <td>SWD</td> <td>64.7%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	64.5%	Hispanic	62.5%	White	*	African American	80%	2+ Races	*	EL	*	SED	64.3%	SWD	64.7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>Riverside County: 76.5%</p>	N/A Page 491 of 3166
2022-23 Results																								
Schoolwide	64.5%																							
Hispanic	62.5%																							
White	*																							
African American	80%																							
2+ Races	*																							
EL	*																							
SED	64.3%																							
SWD	64.7%																							
M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Projected Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>1.4%</td> </tr> <tr> <td>Hispanic</td> <td>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>1.8%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Chronic Absenteeism Rate as of March 2024</p>	2023-24 Projected Results		Schoolwide	1.4%	Hispanic	2%	White	*	African American	*	2+ Races	*	EL	*	SED	1.8%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>Riverside County: 50.1%</p>	N/A
2023-24 Projected Results																								
Schoolwide	1.4%																							
Hispanic	2%																							
White	*																							
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SWD	0%																							

M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-36.1</td> </tr> <tr> <td>Hispanic</td> <td>-27</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>-57.4</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>-58.5</td> </tr> <tr> <td>SED</td> <td>-57</td> </tr> <tr> <td>SWD</td> <td>-126.1</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-36.1	Hispanic	-27	White	*	African American	-57.4	2+ Races	*	EL	-58.5	SED	-57	SWD	-126.1	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 Riverside County: -122.6	N/A Page 492 of 3166
2022-23 Results																								
Schoolwide	-36.1																							
Hispanic	-27																							
White	*																							
African American	-57.4																							
2+ Races	*																							
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SWD	-126.1																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-129.1</td> </tr> <tr> <td>Hispanic</td> <td>-123.2</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>-167.4</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>-146.1</td> </tr> <tr> <td>SED</td> <td>-140.7</td> </tr> <tr> <td>SWD</td> <td>-206.5</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-129.1	Hispanic	-123.2	White	*	African American	-167.4	2+ Races	*	EL	-146.1	SED	-140.7	SWD	-206.5	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 Riverside County: -197.2	N/A
2022-23 Results																								
Schoolwide	-129.1																							
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2+ Races	*																							
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SED	-140.7																							
SWD	-206.5																							

M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>44.45%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	44.45%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% Riverside County: 14.1%	N/A Page 493 of 3166
2022-23 Results										
ELA	44.45%									
M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>15.55%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Mathematics	15.55%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 3.8% Riverside County: 2%	N/A
2022-23 Results										
Mathematics	15.55%									
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>68.2%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	68.2%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 32.5% Riverside County: 36.62%	N/A
2022-23 Results										
English Learners	68.2%									
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Audeo Valley Reclassification Rate</td> <td>16%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Audeo Valley Reclassification Rate	16%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A
2022-23 Results										
Audeo Valley Reclassification Rate	16%									

M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>71%</td> </tr> <tr> <td>Hispanic</td> <td>73%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>65%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>62%</td> </tr> <tr> <td>SED</td> <td>72%</td> </tr> <tr> <td>SWD</td> <td>52%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	71%	Hispanic	73%	White	*	African American	65%	2+ Races	*	EL	62%	SED	72%	SWD	52%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 494 of 3166
2022-23 Results																								
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M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>79%</td> </tr> <tr> <td>Hispanic</td> <td>80%</td> </tr> <tr> <td>White</td> <td>82%</td> </tr> <tr> <td>African American</td> <td>67%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>73%</td> </tr> <tr> <td>SED</td> <td>82%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	79%	Hispanic	80%	White	82%	African American	67%	2+ Races	*	EL	73%	SED	82%	SWD	74%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
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2+ Races	*																							
EL	73%																							
SED	82%																							
SWD	74%																							

M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>71%</td> </tr> <tr> <td>Hispanic</td> <td>67%</td> </tr> <tr> <td>White</td> <td>73%</td> </tr> <tr> <td>African American</td> <td>80%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>71%</td> </tr> <tr> <td>SED</td> <td>74%</td> </tr> <tr> <td>SWD</td> <td>77%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 10 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	71%	Hispanic	67%	White	73%	African American	80%	2+ Races	*	EL	71%	SED	74%	SWD	77%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 495 of 3166
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SED	74%																							
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M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>11.27%</td> </tr> <tr> <td>Hispanic</td> <td>9.62%</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>8.16%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	11.27%	Hispanic	9.62%	White	*	African American	*	2+ Races	*	EL	*	SED	8.16%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the Statewide or County DASS school average: Statewide: Not available Riverside County: Not available	N/A
2022-23 Results																								
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SWD	0%																							

M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>98.3%</td> </tr> <tr> <td>Hispanic</td> <td>98.1%</td> </tr> <tr> <td>White</td> <td>99.2%</td> </tr> <tr> <td>African American</td> <td>97.9%</td> </tr> <tr> <td>EL</td> <td>98.5%</td> </tr> <tr> <td>SED</td> <td>98.4%</td> </tr> <tr> <td>SWD</td> <td>99%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>*</td> </tr> <tr> <td>Cadet Corps</td> <td>99.7%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of March 2024</p>	2023-24 Results		Schoolwide	98.3%	Hispanic	98.1%	White	99.2%	African American	97.9%	EL	98.5%	SED	98.4%	SWD	99%	Foster Youth	*	Homeless	*	Cadet Corps	99.7%	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A Page 496 of 3166
2023-24 Results																														
Schoolwide	98.3%																													
Hispanic	98.1%																													
White	99.2%																													
African American	97.9%																													
EL	98.5%																													
SED	98.4%																													
SWD	99%																													
Foster Youth	*																													
Homeless	*																													
Cadet Corps	99.7%																													
Pregnant/Parent	*																													
M1.17	Middle School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Middle School</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Middle School Dropout Rate as of March 2024</p>	2023-24 Results		Middle School	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
Middle School	0%																													
M1.18	High School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: High School Dropout Rate as of March 2024</p>	2023-24 Results		High School	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
High School	0%																													
M1.19	Student Confidence Survey	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>95%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of March 2024</p>	2023-24 Results		Schoolwide	95%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A																				
2023-24 Results																														
Schoolwide	95%																													

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.</p> <p>d) 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>	\$3,445	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$202,428	Yes Page 500 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$990,128	No Page 502 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$370,251	Yes Page 504 of 3166
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$457,416	No Page 505 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	<ul style="list-style-type: none"> 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems. c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks. d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success. 	\$8,072	No Page 506 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$206,644	Yes Page 507 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Audeo Valley is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Dual Enrollment</td> <td>15</td> </tr> <tr> <td>Articulated Credit</td> <td>30</td> </tr> <tr> <td>Total early college credit</td> <td>45</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	15	Articulated Credit	30	Total early college credit	45	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 45 early college courses	N/A
2022-23 Results														
Dual Enrollment	15													
Articulated Credit	30													
Total early college credit	45													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>21 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of March 2024</p>	2023-24 Results		Number of AP Courses Assigned	21 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 21 AP courses	N/A Page 511 of 3166									
2023-24 Results																			
Number of AP Courses Assigned	21 courses																		
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td></tr> <tr><td>Design, Visual & Media Arts</td></tr> <tr><td>Environmental Resources</td></tr> <tr><td>Hospitality, Tourism & Recreation</td></tr> <tr><td>Software & Systems Development</td></tr> <tr><td>Public Safety</td></tr> <tr><td>Patient Care</td></tr> <tr><td>Business Management</td></tr> <tr><td>Animal Science</td></tr> <tr><td>Retail Sales and Marketing</td></tr> <tr><td>Teacher Education</td></tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	Animal Science	Retail Sales and Marketing	Teacher Education	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																			
Child Development																			
Design, Visual & Media Arts																			
Environmental Resources																			
Hospitality, Tourism & Recreation																			
Software & Systems Development																			
Public Safety																			
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Animal Science																			
Retail Sales and Marketing																			
Teacher Education																			
M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Core Courses Aligned to CCSS	100%																		
M2.8	100% of Science Courses will be aligned to NGSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NGSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NGSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Science Courses Aligned to NGSS	100%																		

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 512 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>3.9%</td> </tr> <tr> <td>Hispanic</td> <td>2.1%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>6.7%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>2.9%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	3.9%	Hispanic	2.1%	White	*	African American	6.7%	2+ Races	*	EL	*	SED	2.9%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	3.9%																							
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2+ Races	*																							
EL	*																							
SED	2.9%																							
SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>2.6%</td> </tr> <tr> <td>Hispanic</td> <td>4.2%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>*</td> </tr> <tr> <td>SED</td> <td>2.9%</td> </tr> <tr> <td>SWD</td> <td>5.9%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	2.6%	Hispanic	4.2%	White	*	African American	0%	2+ Races	*	EL	*	SED	2.9%	SWD	5.9%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 513 of 3166
2022-23 Results																								
Schoolwide	2.6%																							
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EL	*																							
SED	2.9%																							
SWD	5.9%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> </tr> <tr> <td>White</td> <td>*</td> </tr> <tr> <td>African American</td> <td>0%</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> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	0%	2+ Races	*	EL	*	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
Hispanic	0%																							
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African American	0%																							
2+ Races	*																							
EL	*																							
SED	0%																							
SWD	0%																							

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	2022-23 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 514 of 3166
		Schoolwide	0%				
		Hispanic	0%				
		White	*				
		African American	0%				
		2+ Races	*				
		EL	*				
		SED	0%				
		SWD	0%				
Data Source: CA School Dashboard							
* Less than 11 students – data not displayed for privacy							
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A
WEE Program remains compliant and available to all students for the 2023-24 school year							
Data Source: Locally Reported							

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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. 	\$209,291	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<ul style="list-style-type: none"> 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) 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), Gifted and Talented Education, and the Early College Credit Program. f) 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. 	\$196,083	Yes Page 518 of 3166
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$140,143	No Page 519 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90% of teachers	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90% of teachers	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 523 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>99% of staff as of April 2024</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	99% of staff as of April 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
99% of staff as of April 2024								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo Valley	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>96% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	96% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
96% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo Valley	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>94% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	94% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
94% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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) Learning Leads 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. 	\$48,638	No Page 527 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

<p>2</p>	<p>Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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>\$8,588</p>	<p>Yes Page 529 of 3166</p>
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	\$9,136	Yes <small>Page 530 of 3166</small>
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2024</p>	2023-24 Results		Suspension Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	0%									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100%% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100%% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100%% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">94% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		94% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
94% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$68,398	No Page 536 of 3166
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$54,406	No Page 537 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$64,352	Yes Page 538 of 3166
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <th data-bbox="527 131 808 167">2023-24 Results</th> </tr> <tr> <td data-bbox="527 167 808 212">100% of school facilities</td> </tr> </table> <p data-bbox="527 212 808 267">Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <th data-bbox="527 407 808 443">2023-24 Results</th> </tr> <tr> <td data-bbox="527 443 808 521">The following parental participation opportunities were provided:</td> </tr> <tr> <td data-bbox="527 521 808 971"> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p data-bbox="527 971 808 1026">Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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 style="text-align: center;">2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 541 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p style="text-align: center;">2023-24 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 8 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	12 Family Learning Series were provided	Data Source: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 542 of 3166
2023-24 Results									
12 Family Learning Series were provided									
Data Source: Locally Reported									
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family members</td> </tr> <tr> <td>Data Source: Locally Reported</td> </tr> </table>	2023-24 Results	100% of parents and family members	Data Source: Locally Reported	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results									
100% of parents and family members									
Data Source: Locally Reported									

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$773,437	No Page 546 of 3166
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		<p>and communication.</p> <ul style="list-style-type: none"> k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners. l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods. m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. n) 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>2</p>	<p>Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development. e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. 	<p>12,933</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$951,324	\$103,223

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
28.561%	0%	\$0	28.561%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identity/experiences, and implement programs that promote diversity/inclusion. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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- c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.
- d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.
- e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

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f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>Page 564 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

<p>Goal 1, Action 7</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP). b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups. c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress. d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement. e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness. b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success. c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student
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critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs. b) Provide specialized support and case management services to Foster Youth. c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges. d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students. b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system. c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY. b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers. c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success. d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress. e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes. b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth. c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7) b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	49:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	20:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,330,851	\$ 951,324	28.561%	0.000%	28.561%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,225,098	\$ 243,300	\$ 246,360	\$ 109,031	\$ 3,823,789.00	\$ 2,842,355	\$ 981,434

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-Wide	All	All	Ongoing	\$ -	\$ 3,445	\$ 483	\$ -	\$ -	\$ 2,962	\$ 3,445	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 202,428	\$ -	\$ 202,428	\$ -	\$ -	\$ -	\$ 202,428	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 961,381	\$ 28,747	\$ 923,370	\$ 53,516	\$ -	\$ 13,242	\$ 990,128	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 328,171	\$ 42,080	\$ 327,377	\$ -	\$ -	\$ 42,874	\$ 370,251	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 367,594	\$ 89,822	\$ 154,852	\$ 22,464	\$ 246,360	\$ 33,740	\$ 457,416	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 8,072	\$ -	\$ 8,072	\$ -	\$ -	\$ -	\$ 8,072	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 206,644	\$ -	\$ 206,644	\$ -	\$ -	\$ -	\$ 206,644	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 155,621	\$ 53,670	\$ 188,414	\$ 20,877	\$ -	\$ -	\$ 209,291	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	English Learners & Low-Income	Yes	LEA-wide	English Learners & Low-Income	All	Ongoing	\$ 164,208	\$ 31,875	\$ 192,764	\$ -	\$ -	\$ 3,319	\$ 196,083	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-Wide	All	All	Ongoing	\$ 138,019	\$ 2,124	\$ -	\$ 140,143	\$ -	\$ -	\$ 140,143	0.000%
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 46,686	\$ 1,952	\$ 46,686	\$ -	\$ -	\$ 1,952	\$ 48,638	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 8,588	\$ -	\$ 8,588	\$ -	\$ -	\$ -	\$ 8,588	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	All	No	LEA-Wide	All	All	Ongoing	\$ 9,136	\$ -	\$ 1,450	\$ -	\$ -	\$ 7,686	\$ 9,136	0.000%
4	1	Safe and Supportive Schools for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 55,285	\$ 13,113	\$ 68,398	\$ -	\$ -	\$ -	\$ 68,398	0.000%
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 45,407	\$ 8,999	\$ 51,235	\$ -	\$ -	\$ 3,171	\$ 54,406	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low-Income & Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	Ongoing	\$ 64,352	\$ -	\$ 64,267	\$ -	\$ -	\$ 85	\$ 64,352	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 68,103	\$ 705,334	\$ 767,137	\$ 6,300	\$ -	\$ -	\$ 773,437	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 12,660	\$ 273	\$ 12,933	\$ -	\$ -	\$ -	\$ 12,933	0.000%

2024-25 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
\$ 3,330,851	\$ 951,324	28.561%	0.000%	28.561%	\$ 1,015,001	0.000%	30.473%	Total:	\$ 1,015,001
								LEA-wide Total:	\$ 520,141
								Limited Total:	\$ 494,860
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 202,428	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 327,377	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 206,644	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	LEA-wide	English Learners & Low-Income	All	\$ 192,764	0.000%
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	\$ 8,588	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 64,267	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 12,933	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,521,837.00	\$ 3,333,474.00

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	\$ 4,685	\$ 3,282
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 188,591	\$ 195,657
1	3	Academic Instruction and Support for All Students	No	\$ 955,402	\$ 661,658
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 584,106	\$ 557,210
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 343,321	\$ 473,957
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 11,883	\$ 11,243
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 230,133	\$ 244,883
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 199,800	\$ 181,921
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 175,403	\$ 205,444
2	3	College/Career Pathways for All Students	No	\$ 123,976	\$ 117,498
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 45,779	\$ 40,876
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 12,937	\$ 14,178
4	1	Safe and Supportive Schools for All Students	No	\$ 57,988	\$ 63,077
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 42,118	\$ 37,777
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 75,661	\$ 75,599
5	1	Engagement Opportunities for All Students	No	\$ 457,061	\$ 436,307
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 12,993	\$ 12,907

2023-24 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)
\$ 889,459	\$ 1,127,953	\$ 1,130,784	\$ (2,831)	0.000%	0.000%	0.000% - 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	\$ 188,591	\$ 195,657.00	0.000%	0.000%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 458,442	\$ 454,520.00	0.000%	0.000%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 230,133	\$ 244,883.00	0.000%	0.000%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 158,717	\$ 144,386.00	0.000%	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 8,916	\$ 10,335.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 70,661	\$ 68,096.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low Income students, and Foster Youth	Yes	\$ 12,493	\$ 12,907.00	0.000%	0.000%

2023-24 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)
\$ 3,262,810	\$ 889,459	0.000%	27.261%	\$ 1,130,784	0.000%	34.657%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 584 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Page 585 of 3166
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 590 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 593 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. Page 595 of 3166

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. [Page 600 of 3166](#)

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. Page 606 of 3166

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Audeo Valley Charter** 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 at **Audeo Valley Charter** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Audeo Valley Charter'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Valley Charter'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Valley Charter’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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Audeo Valley Charter’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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Audeo Valley Charter'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:¹

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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. The school values the partnership between school staff and families as the foundation of parent and family engagement. Over 97.2% 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. 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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 Valley 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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Audeo Valley Charter (Audeo Valley) administers both an Annual LCAP Stakeholder Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last three years, LCAP 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 the school's LCAP. To monitor the success of Audeo Valley'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 2023-2024, Audeo Valley exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYS survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. Audeo Valley's response rate on the CHYS at each grade level was Grade 7 (70%), Grade 9 (40%), and Grade 11 (53%) for CHYS Core and Grade 7 (50%), Grade 9 (33%), and Grade 11 (42%) for CHYS Behavioral Health.

2. **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 100% of students reported that they felt safe at Audeo Valley and 94% of parents reported that they feel their child is safe at the school. 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 2023-2024 Audeo Valley's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Audeo Valley didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Ethnic Subgroup except Hispanic. For Hispanic, the only grade level with CHYS results was 9th. Key learnings included that in the past 12 months 17% experienced chronic sadness/hopelessness and 0% reported having considered attempting suicide. 0% of students report current alcohol, tobacco or marijuana use, 8% reported 3 or more absences in the past 30 days, 95% reported Audeo Valley promotes parental involvement in school, 25% report experiencing harassment or bullying in the past 12 months, 50% reported bedtime of 12am or later, and 43% reported eating breakfast today. 75% reported being satisfied with life. In the past 12 months 31% reported wanting to receive mental health services, 31% reported receiving mental health services and 19% reported barriers to receiving services.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Audeo Valley has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have

additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs Audeo Valley has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at Audeo Valley.

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 2023-2024 **Audeo Valley Charter** served 241 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 18.7%
- Percentage of English Learners: 10.8%
- Percentage of Socioeconomically Disadvantaged: 73.0%
- Percentage of Homeless and Foster Youth (FY): 2.5%

Audeo Valley Charter 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 Valley Charter 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.**

Audeo Valley Charter'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 Valley Charter** 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 **Audeo Valley Charter** 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.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

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*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

ALTUS SCHOOLS EAST COUNTY NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at
Altus Schools East County Resource Centers and/or via the following link
East County: <https://grossmontsecondarycharter.com/board-and-governance/>

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Altus Schools East County Resource Centers and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools East County

CDS Code: 37770990136077

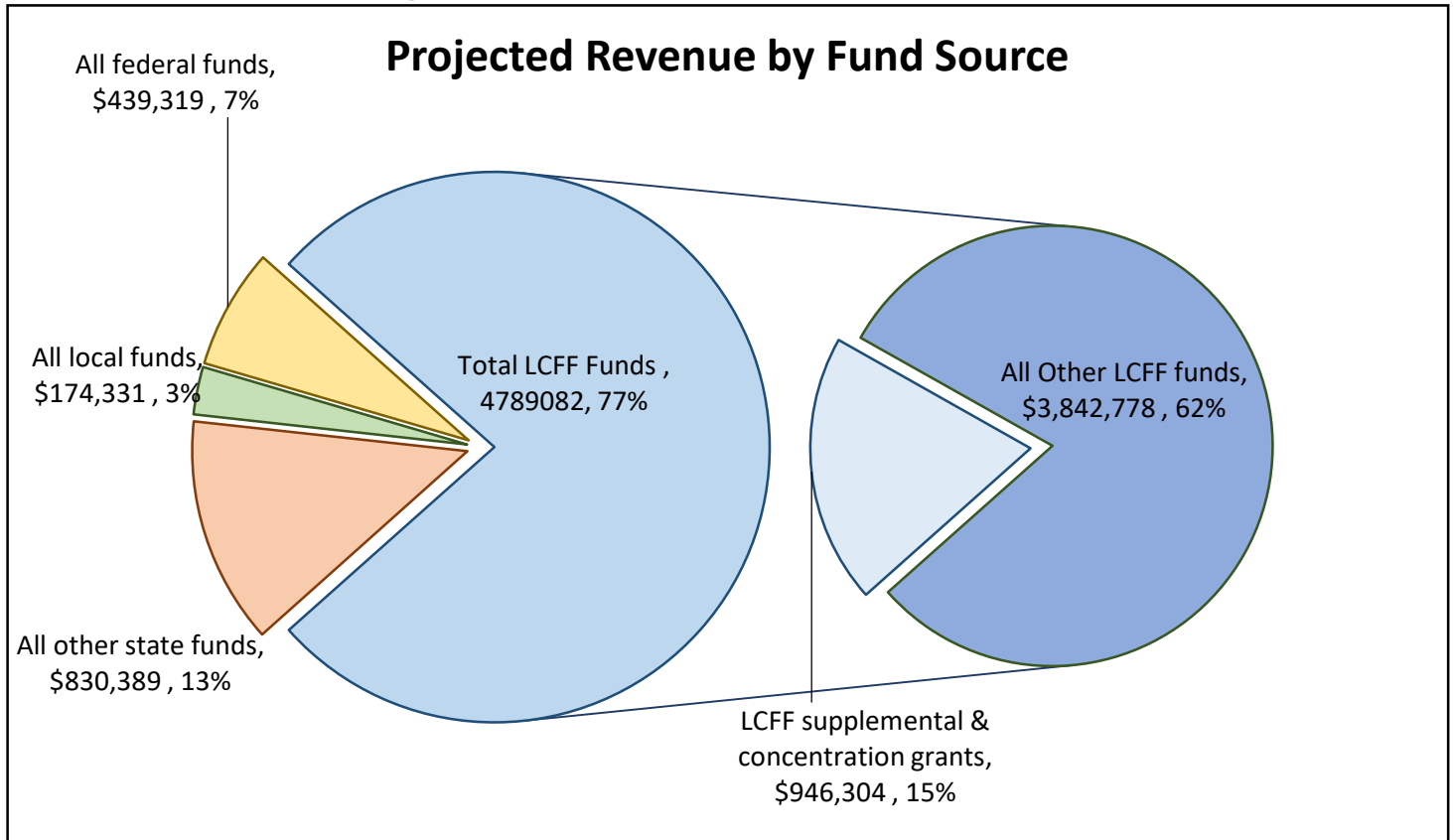
School Year: 2024-25

LEA contact information: Allison Fleck, Ph: (858) 203-7103, Email: 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 2024-25 School Year

Projected Revenue by Fund Source

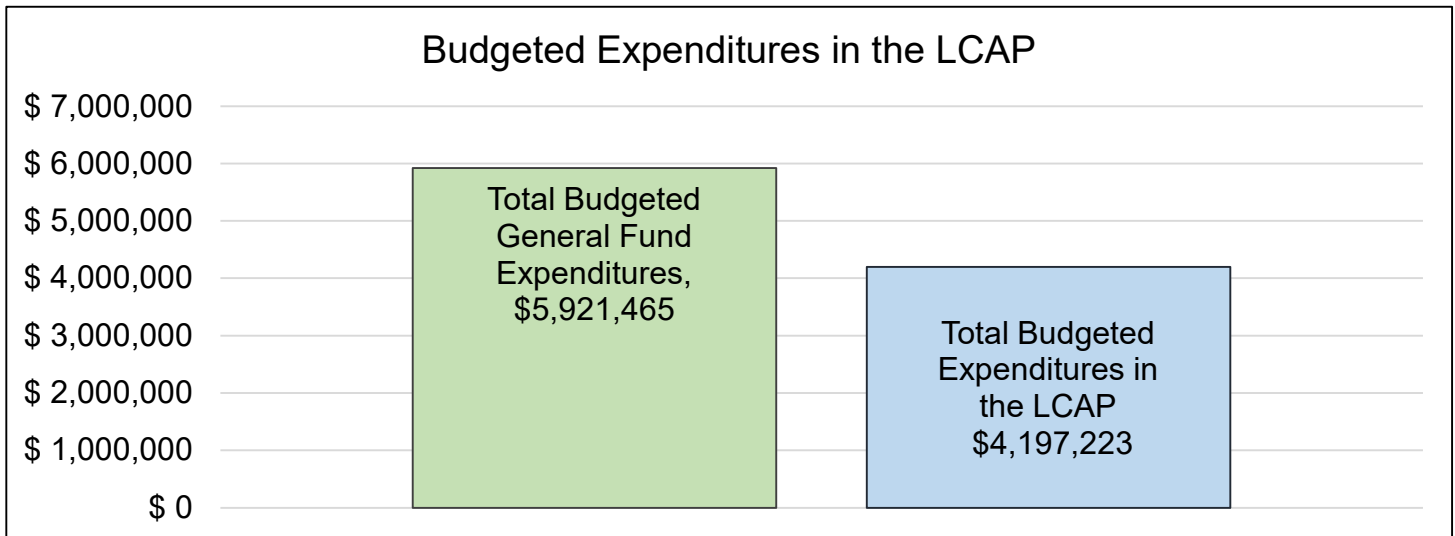


This chart shows the total general purpose revenue Altus Schools East County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools East County is \$6,233,120.92, of which \$4,789,082.00 is Local Control Funding Formula (LCFF), \$830,389.18 is other state funds, \$174,331.00 is local funds, and \$439,318.74 is federal funds. Of the \$4,789,082.00 in LCFF Funds, \$946,304.00 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 Altus Schools East County plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

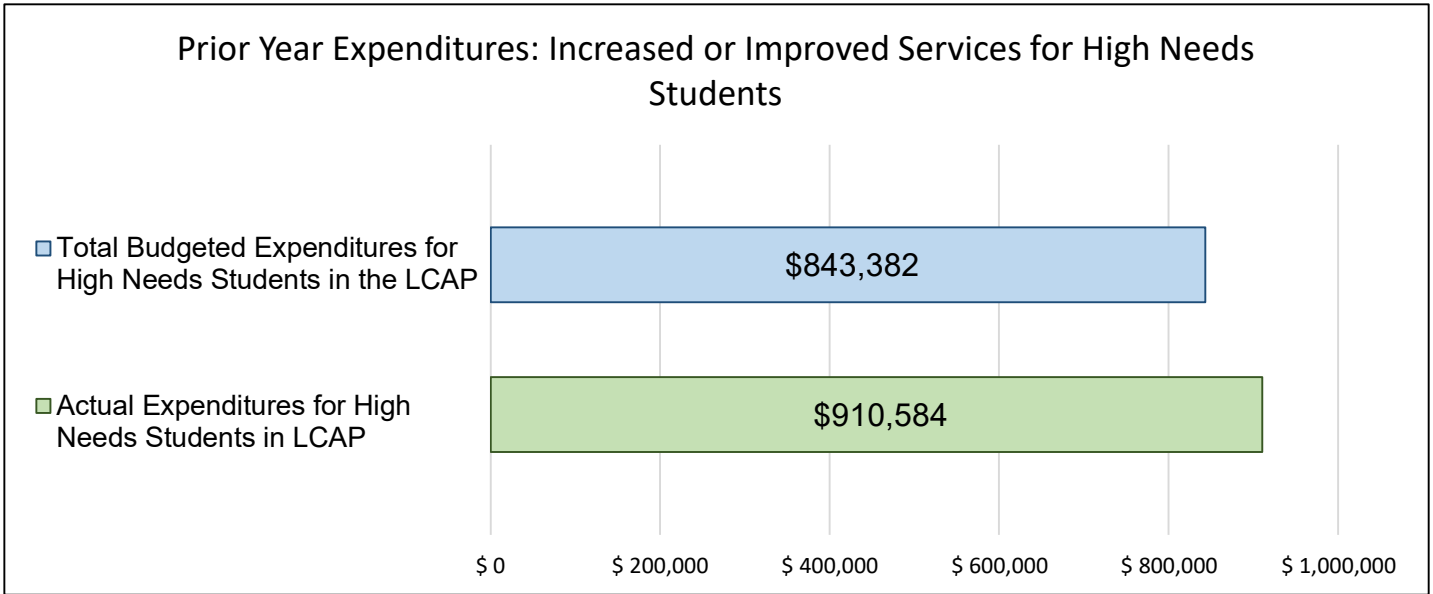
The text description of the above chart is as follows: Altus Schools East County plans to spend \$5,921,465.00 for the 2024-25 school year. Of that amount, \$4,197,223.42 is tied to actions/services in the LCAP and \$1,724,241.58 is not included in the LCAP. The budgeted expenditures that are not included 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 2024-25 School Year

In 2024-25, Altus Schools East County is projecting it will receive \$946,304.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools East County must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools East County plans to spend \$961,412.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Altus Schools East County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools East County 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 2023-24, Altus Schools East County's LCAP budgeted \$843,382.00 for planned actions to increase or improve services for high needs students. Altus Schools East County actually spent \$910,584.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools East County	Allison Fleck School Coordinator	afleck@altusschools.net (858) 249-7018

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																
Basic Teachers appropriately assigned and credentialed	2020-21 Source: Local Reporting 100% of teachers	2021-22: Results 100% of teachers as of April 2022	2022-23 Results 100% of teachers as of October 2022 Data Source: Locally Reported	2023-24 Results 100% of teachers as of October 2023 Data Source: Locally Reported	Desired Outcome for 2023-24 At least 90% of teachers are fully credentialed and appropriately assigned																																																																																
Pupil Achievement <u>One-Year DASS Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	2020-21 Source: CA School Dashboard <table border="1"> <tr><td>Schoolwide</td><td>90.3%</td></tr> <tr><td>Hispanic</td><td>93.8%</td></tr> <tr><td>White</td><td>86.7%</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>90.4%</td></tr> <tr><td>SWD</td><td>91.3%</td></tr> </table> <p>Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting</p>	Schoolwide	90.3%	Hispanic	93.8%	White	86.7%	African American	*	2+ Races	*	EL	*	SED	90.4%	SWD	91.3%	2021-22: Results <table border="1"> <tr><td>Schoolwide</td><td>91.3%</td></tr> <tr><td>Hispanic</td><td>90%</td></tr> <tr><td>White</td><td>88.2%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>100%</td></tr> <tr><td>EL</td><td>*</td></tr> <tr><td>SED</td><td>94.3%</td></tr> <tr><td>SWD</td><td>90.5%</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	91.3%	Hispanic	90%	White	88.2%	African American	*	2+ Races	100%	EL	*	SED	94.3%	SWD	90.5%	2022-23 Results <table border="1"> <tr><td>Schoolwide</td><td>96%</td></tr> <tr><td>Hispanic</td><td>94.8%</td></tr> <tr><td>White</td><td>95.2%</td></tr> <tr><td>African American</td><td>*</td></tr> <tr><td>2+ Races</td><td>8</td></tr> <tr><td>EL</td><td>75%</td></tr> <tr><td>SED</td><td>96.9%</td></tr> <tr><td>SWD</td><td>88.2%</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	96%	Hispanic	94.8%	White	95.2%	African American	*	2+ Races	8	EL	75%	SED	96.9%	SWD	88.2%	2023-24 Results <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>Data Source: CA School Dashboard (Additional Reports)</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</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	Desired Outcome for 2023-24 <table border="1"> <tr><td>Schoolwide</td><td>>80%</td></tr> <tr><td>Hispanic</td><td>>80%</td></tr> <tr><td>White</td><td>>80%</td></tr> <tr><td>African American</td><td>>80%</td></tr> <tr><td>2+ Races</td><td>>80%</td></tr> <tr><td>EL</td><td>>80%</td></tr> <tr><td>SED</td><td>>80%</td></tr> <tr><td>SWD</td><td>>80%</td></tr> </table>	Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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Pupil Achievement

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

Note: Only the DASS One-Year Grad Rate was available for the 2020-21 school year

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%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	57.3%
San Diego County DASS Average	55.1%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	65.4%
Hispanic	69%
White	62.15
African American	64.3%
2+ Races	53.8%
EL	86.4%
SED	63.95
SWD	62.5%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	54.23%
San Diego County DASS Average	49.3%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard (Additional Reports)

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

2020-21 Source: DataQuest	
Schoolwide	11.6%
Hispanic	15.4%
White	*
African American	*
2+ Races	*
EL	*
SED	13.5%
SWD	*

2021-22: Results	
Schoolwide	6.4%
Hispanic	12%
White	*
African American	*
2+ Races	*
EL	*
SED	8.1%
SWD	20%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	55.9%
San Diego County DASS Average	27.2%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	6.5%
Hispanic	4.8%
White	*
African American	*
2+ Races	*
EL	*
SED	10%
SWD	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	47.1%
San Diego County DASS Average	22.2%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

Data Source: Locally Reported

Note: Cumulative results as of April 2024

* Less than 11 students – data not displayed for privacy

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	<10%
African American	<10%
2+ Races	<10%
EL	<10%
SED	<10%
SWD	<10%

Pupil Achievement

Smarter Balanced ELA 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

2018-19 Source: CA School Dashboard	
Schoolwide	16.2
Hispanic	14.7
White	*
African American	*
2+ Races	*
EL	*
SED	8.9
SWD	*

2021-22: Results	
Schoolwide	-8.5
Hispanic	-21.9
White	17.2
African American	*
2+ Races	*
EL	*
SED	-7
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
San Diego County DASS Average	-90.8

Data Source: Locally Reported

2022-23 Results	
Schoolwide	8.5
Hispanic	18.5
White	*
African American	*
2+ Races	*
EL	*
SED	-8.9
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
San Diego County DASS Average	-135.9

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-0.1
Hispanic	>-0.1
White	*
African American	*
2+ Races	*
EL	*
SED	>-0.1
SWD	*

Pupil Achievement

Smarter Balanced Mathematics

Summative Assessments:

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

2018-19 Source: CA School Dashboard	
Schoolwide	-98.5
Hispanic	-108.2
White	*
African American	*
2+ Races	*
EL	*
SED	-108.4
SWD	*

2021-22: Results	
Schoolwide	-107
Hispanic	-110.3
White	-74.7
African American	*
2+ Races	*
EL	*
SED	-108.3
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
San Diego County DASS Average	-157.3

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-142.7
Hispanic	-115.1
White	*
African American	*
2+ Races	*
EL	*
SED	-155.5
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
San Diego County DASS Average	-185.2

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-89.5
Hispanic	>-99.2
White	*
African American	*
2+ Races	*
EL	*
SED	>-99.4
SWD	*

Pupil Achievement
 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)

2020-21 Source: DataQuest	
ELA	61.76%
Mathematics	11.76%

2021-22: Results	
ELA	51.56%
Mathematics	15.63%

Data Source: DataQuest CAASPP Results

2022-23 Results	
ELA	73.53%
Mathematics	17.65%

Data Source: DataQuest CAASPP Results

2023-24 Results	
ELA	Not available
Mathematics	Not available

Data Source: DataQuest CAASPP Results
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
ELA	>61.76%
Mathematics	>11.76%

Pupil Achievement
English Learner Progress Indicator:
 More than 45% of English Learners are making progress towards English Language proficiency

2018-19 Source: CA School Dashboard	
English Learners	54.8%

2021-22: Results	
English Learners	56%

Data Source: CA School Dashboard

2022-23 Results	
English Learners	57.6%

Data Source: CA School Dashboard

2023-24 Results	
English Learners	Not available

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
English Learners	>45%

Pupil Achievement
English Learner Reclassification Rate:
 Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total

2019-20 Source: DataQuest	
GSS Total	13.5%
San Diego County Total	14.7%
State Total	13.8%

2021-22: Results	
School Reclassification Rate	Not available

Data Source: DataQuest
Note: Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023

2022-23 Results	
School Reclassification Rate	19%

Data Source: Locally Reported

2023-24 Results	
School Reclassification Rate	Not available

Data Source: Locally Reported
Note: Annual Reclassification (RFEP) Counts and Rates should be available in Fall 2024

Desired Outcome for 2023-24	
GSS Reclassification Rate	>13.8%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

2020-21 Source: Local Reporting	
Schoolwide	79%
Hispanic	81%
White	64%
African American	*
2+ Races	N/A
EL	75%
SED	87%
SWD	79%

2021-22: Results	
Schoolwide	71%
Hispanic	72%
White	*
African American	*
2+ Races	*
EL	69%
SED	74%
SWD	58%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	68%
Hispanic	65%
White	67%
African American	*
2+ Races	*
EL	57%
SED	71%
SWD	71%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

2020-21 Source: Local Reporting	
Schoolwide	75%
Hispanic	81%
White	55%
African American	*
2+ Races	N/A
EL	76%
SED	81%
SWD	73%

2021-22: Results	
Schoolwide	74%
Hispanic	75%
White	*
African American	*
2+ Races	*
EL	87%
SED	75%
SWD	74%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	67%
Hispanic	80%
White	64%
African American	*
2+ Races	*
EL	65%
SED	82%
SWD	74%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

2020-21 Source: Local Reporting	
Schoolwide	73%
Hispanic	74%
White	50%
African American	*
2+ Races	N/A
EL	76%
SED	79%
SWD	78%

2021-22: Results	
Schoolwide	70%
Hispanic	69%
White	85%
African American	*
2+ Races	*
EL	69%
SED	71%
SWD	60%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	72%
Hispanic	71%
White	81%
African American	*
2+ Races	*
EL	65%
SED	725
SWD	67%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	19.67%
Hispanic	20.73%
White	20.83%
African American	*
2+ Races	*
EL	0%
SED	18.29%
SWD	5%

2021-22: Results	
Schoolwide	23.69%
Hispanic	18.92%
White	25%
African American	*
2+ Races	35.72%
EL	*
SED	23.4%
SWD	0%

Data Source: DataQuest CAASPP Results

2022-23 Results	
Schoolwide	20.90%
Hispanic	30%
White	9.09%
African American	*
2+ Races	*
EL	*
SED	10.87%
SWD	0%

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>19.67%
Hispanic	>20.73%
White	>20.83%
African American	*
2+ Races	*
EL	>0%
SED	>18.29%
SWD	>5%

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups

Note: 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: [California Department of Education Independent Study Program Summary](#))

2020-21 Source: Local Reporting	
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%

2021-22: Results	
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%

2022-23 Results	
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	*

2023-24 Results	
Schoolwide	91.7%
Hispanic	91.4%
White	93.8%
African American	94.8%
EL	93.6%
SED	90.3%
SWD	91.7%
Foster Youth	*
Homeless	85.6%
Cadet Corps	*
Pregnant/Parent	*

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	>78.8%

Note: Results as of April 2022

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2023

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2024

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
Middle School	0.00%

2021-22: Results	
Middle School	0%

2022-23 Results	
Middle School	0%

2023-24 Results	
Middle School	0%

Desired Outcome for 2023-24	
Middle School	<5%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2022

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2023

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2024

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
High School	4.2%

2021-22: Results	
High School	1.6%

2022-23 Results	
High School	0.8%

2023-24 Results	
High School	0.4%

Desired Outcome for 2023-24	
High School	<5%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2022

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2023

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2024

Other Pupil Outcomes

Student Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

2020-21 Source: Local Reporting	
Schoolwide	94% as of March 2021

2021-22: Results	
Schoolwide	93%

Note: Results as of April 2022

2022-23 Results	
Schoolwide	93%

Data Source: Locally Reported

Note: Student Confidence Survey Results as of February 2023

2023-24 Results	
Schoolwide	93%

Data Source: Locally Reported

Note: Student Confidence Survey Results as of February 2024

Desired Outcome for 2023-24	
Schoolwide	> 90%

Goal Analysis

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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:

Goal 1.1

Budgeted Expenditures: \$7,206

Estimated Actual Expenditures: \$5,144

Material Difference: Decrease \$2,062

Explanation: Action 1 decreased slightly by \$2,062 due to costs for assessing students' academic progress being lower than originally estimated.

Goal 1.2

Budgeted Expenditures: \$204,972

Estimated Actual Expenditures: \$174,046

Material Difference: Decrease \$30,926

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with personalized and innovative instructional program to support English Learners. Due to shortage in the workforce not all budgeted positions were filled.

Goal 1.3

Budgeted Expenditures: \$1,137,296

Estimated Actual Expenditures: \$971,513

Material Difference: Decrease \$165,783.

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with personalized and innovative instructional program for all student groups. Due to shortage in the workforce not all budgeted positions were filled.

Goal 1.4

Budgeted Expenditures: \$631,202

Estimated Actual Expenditures: \$511,495

Material Difference: Decrease \$119,707.

Explanation Preliminary Budget included budgeted FTE positions for additional staff to assist with personalized and innovative instructional program to support action 4. Due to shortage in the workforce not all budgeted positions were filled.

Goal 1.5

Budgeted Expenditures: \$662,844

Estimated Actual Expenditures: \$588,301

Material Difference: decrease \$74,543.

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with personalized and innovative instructional program to support action 5. Due to shortage in the workforce not all budgeted positions were filled.

Goal 1.7

Budgeted Expenditures: \$253,591

Estimated Actual Expenditures: \$208,626

Material Difference: Decrease \$44,965.

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with personalized and innovative instructional program to support action 7. Due to shortage in the workforce not all budgeted positions were filled.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation
- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1 Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard. [Page 653 of 3166](#)

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.
- Action 2i: Prioritize multilingual’s native language literacy to provide equitable access to the education program.
- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>Availability of standards aligned instructional materials to every student</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of students</p>	<p>2021-22: Results</p> <p>100% of students</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of students</p>
<p>Course Access</p> <p>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</p>	<p>2020-21 Source: Local Reporting</p> <p>All students had access and were enrolled in a broad course of study</p>	<p>2021-22: Results</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>2022-23 Results</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>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</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>Course Access</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>2020-21 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2021-22: Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of pupils with exceptional needs</p>

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>2020-21 Source: Local Reporting</p> <p>10 students earned early college credit as of April 2021</p>	<p>2021-22: Results</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>Note: Results as of April 2022</p>	Dual Enrollment	24	Articulated Credit	13	Total early college credit	37	<p>2022-23 Results</p> <table border="1"> <tr><td>Dual Enrollment</td><td>19</td></tr> <tr><td>Articulated Credit</td><td>15</td></tr> <tr><td>Total early college credit</td><td>34</td></tr> </table> <p>Data Source: Locally Reported</p>	Dual Enrollment	19	Articulated Credit	15	Total early college credit	34	<p>2022-23 Results</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>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2024</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr><td>Number of students completing college credit courses</td><td>> 10 students</td></tr> </table>	Number of students completing college credit courses	> 10 students																						
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<p>Implementation of State Standards</p> <p>100% of CTE Courses will be aligned to CTE Model Curriculum Standards</p>	<table border="1"> <tr> <th colspan="2">2020-21 Source: Local Reporting</th> </tr> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	2020-21 Source: Local Reporting		CTE Courses Aligned to CTE Model Curriculum Standards	100%	<table border="1"> <tr> <th colspan="2">2021-22: Results</th> </tr> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	2021-22: Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	<table border="1"> <tr> <th colspan="2">Desired Outcome for 2023-24</th> </tr> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </table>	Desired Outcome for 2023-24		CTE Courses Aligned to CTE Model Curriculum Standards	100%
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CTE Courses Aligned to CTE Model Curriculum Standards	100%																								

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	2.7%
Hispanic	3.1%
White	3.3%
African American	*
2+ Races	*
EL	*
SED	1.4%
SWD	4.3%

2021-22: Results	
Schoolwide	1.4%
Hispanic	1.2%
White	2.8%
African American	*
2+ Races	0%
EL	0%
SED	1.7%
SWD	0%

2022-23 Results	
Schoolwide	2.3%
Hispanic	2.8%
White	3.4%
African American	0%
2+ Races	0%
EL	0%
SED	2.8%
SWD	0%

2023-24 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

Desired Outcome for 2023-24	
Schoolwide	>2.7%
Hispanic	>3.1%
White	>3.3%
African American	*
2+ Races	*
EL	*
SED	>1.4%
SWD	>4.3%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU

2020-21 Source: DataQuest	
Schoolwide	4.4%
Hispanic	1.5%
White	6.7%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	4.9%
Hispanic	3.7%
White	8.3%
African American	*
2+ Races	7.1%
EL	0%
SED	3.4%
SWD	3.6%

2022-23 Results	
Schoolwide	9%
Hispanic	7%
White	13.8%
African American	14.3%
2+ Races	7.7%
EL	4.5%
SED	7.4%
SWD	0%

2023-24 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

Desired Outcome for 2023-24	
Schoolwide	>4.4%
Hispanic	>1.5%
White	>6.7%
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	>0%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a requirements AND at least one CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	0.7%
Hispanic	0%
White	2.8%
African American	*
2+ Races	0%
EL	0%
SED	0.8%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	0%
2+ Races	0%
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	>0%

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher

2020-21 Source: CA School Dashboard	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	0%
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	0%
2+ Races	0%
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	>0%

Other Pupil Outcomes
 Maintain a compliant and accessible Work Experience Education (WEE) Program

2020-21 Source: Local Reporting
Met compliance requirements set forth by the California Department of Education

2021-22: Results
WEE Program remains compliant and available to all students for the 2021-22 school year

2022-23 Results
WEE Program remains compliant and available to all students for the 2022-23 school year

Data Source: Locally Reported

2023-24 Results
WEE Program remains compliant and available to all students for the 2023-24 school year

Data Source: Locally Reported

Desired Outcome for 2023-24
Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

Goal Analysis

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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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:

Goal 2.1

Budgeted Expenditures: \$278,464

Estimated Actual Expenditures: \$243,121

Material Difference: Decrease \$35,343

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with curriculum and professional development to support action 1. Due to shortage in the workforce not all budgeted positions were filled.

Goal 2.2

Budgeted Expenditures: \$221,929

Estimated Actual Expenditures: \$196,541

Material Difference: Decrease \$25,388

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with curriculum and professional development to support action 2. Due to shortage in the workforce not all budgeted positions were filled.

Goal 2.3

Budgeted Expenditures: \$205,627

Estimated Actual Expenditures: \$289,055

Material Difference: Increase \$83,428

Explanation: Action 3 increased because additional virtual reality technology was purchased for Career Technical Education than originally budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Students completing UC a-g requirements for entrance to UC or CSU.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school's Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.
- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.
- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>94% of teachers</p>	<p>2021-22: Results</p> <p>94% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>2020-21 Source: Local Reporting</p> <p>10 ELAD trainings as of April 2021</p>	<p>2021-22: Results</p> <p>10 ELAD trainings as of April 2022</p>	<p>2022-23 Results</p> <p>11 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>6 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>

<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of teachers completed LEC</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>2020-21 Source: Local Reporting</p> <p>97% of staff</p>	<p>2021-22: Results</p> <p>96% of staff as of April 2022</p>	<p>2022-23 Results</p> <p>99% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of staff as of April 2024</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>98% of students as of May 2021</p>	<p>2021-22: Results</p> <p>100% of students as of April 2022</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>98% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of students</p>
<p>School Climate</p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>97% of parents and family members as of May 2021</p>	<p>2021-22: Results</p> <p>98% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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:

Goal 3.1

Budgeted Expenditures: \$52,187

Estimated Actual Expenditures: \$44,582

Material Difference: Decrease \$7,605

Explanation: Preliminary Budget included budgeted FTE positions for additional staff to assist with curriculum and professional development to support action 1. Due to shortage in the workforce not all budgeted positions were filled.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.
- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

In response to a Very Low Performance Status on the Mathematics indicator, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.

- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.
- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement.
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	2021-22: Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Note: Results as of April 2022</p>	Suspension Rate	0%	2022-23 Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2023</p>	Suspension Rate	0%	2023-24 Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2024</p>	Suspension Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	<1.5%														
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	2021-22: Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Note: Results as of April 2022</p>	Expulsion Rate	0%	2022-23 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2023</p>	Expulsion Rate	0%	2023-24 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	Expulsion Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Expulsion Rate	<1%
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Expulsion Rate	0%														
Expulsion Rate	<1%														
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>98% of students as of April 2021</td> </tr> </table>	98% of students as of April 2021	2021-22: Results <table border="1"> <tr> <td>98% of students as of April 2022</td> </tr> </table>	98% of students as of April 2022	2022-23 Results <table border="1"> <tr> <td>96% of students</td> </tr> </table> <p>Data Source: Locally</p>	96% of students	2023-24 Results <table border="1"> <tr> <td>100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	100% of students	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of students</td> </tr> </table>	>90% of students					
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>90% of parents and family members															
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	2020-21 Source: Local Reporting <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	2021-22: Results <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	2022-23 Results <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> <p>Data Source: Locally Reported</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	2023-24 Results <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 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year	Desired Outcome for 2023-24 <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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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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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:

Goal 4.2

Budgeted Expenditures: \$49,869

Estimated Actual Expenditures: \$43,167

Material Difference: Decrease \$6,702

Explanation: When the preliminary budget was developed, Altus Schools East County budgeted for a Healthy Youth Therapist to provide social, emotional and behavioral support to students. Due to the budgeted positions not being filled at the beginning of the school year, estimated actuals decreased by \$6,702.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school's Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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. Page 678 of 3166

Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of school facilities</p>	<p>2021-22: Results</p> <p>100% of school facilities as of April 2022</p>	<p>2022-23 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>30 community-based partnerships</p>	<p>2021-22: Results</p> <p>24 community-based partnerships as of April 2022</p>	<p>2022-23 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>2020-21 Source: Local Reporting</p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p>2021-22: Results</p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p>2022-23 Results</p> <p>Ten Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>12 Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>2020-21 Source: Local Reporting</p> <p>95% of parents and family members as of May 2021</p>	<p>2021-22: Results</p> <p>96% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>98% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>98% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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 to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.

- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 682 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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
Altus Schools East County	Allison Fleck School Coordinator	afleck@altusschools.net (858) 249-7018

Plan Summary: 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2017, Altus Schools East County, previously known as Grossmont Secondary School, was established by the State Board of Education as a free public-school option serving students in grades 7-12. Altus Schools East County (AS East County) is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

AS East County received a Six-Year Accreditation Status by WASC through June 30, 2026. AS East County 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. AS East County is a non-classroom based, independent study program.

AS East County 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 AS East County, 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.

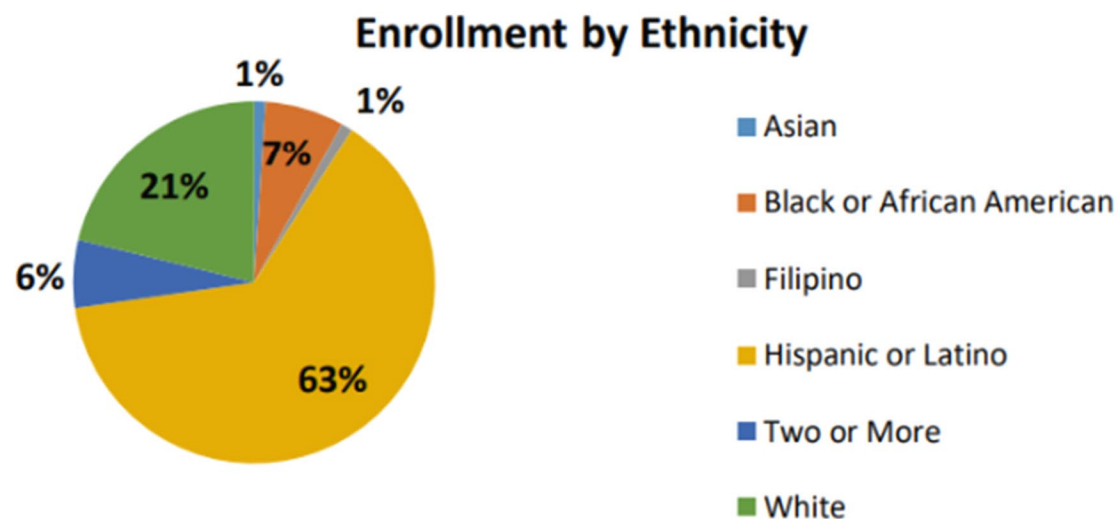
Our school’s standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at AS East County are based on Common Core State Standards and are infused with appropriate technology-based 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, AS East County 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.

AS East County 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 2024, AS East County had a total enrollment of 326 students. Of these 326 students, 73% were Socioeconomically Disadvantaged, 22% were Students with Disabilities, 10% were GATE, 12% were English Learners, 9% were Homeless, and 0.3% were Foster Youth.

In addition, of these 326 students, 63% were Hispanic, 21% were White and 7% Black or African American. 9% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

AS East County's educational partners are satisfied with the school's commitment to providing a personalized instructional program for all students that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- AS East County did not receive a Performance Level for the **English Learner Progress Indicator** because there were fewer than 30 students in the current or prior year. However, this area remained a strength for the school, with 57.6% of English Learners making progress towards English language proficiency.

- **English Language Arts** was a **Green (High) Performance Level**. There were no student groups performing in the Red (Very Low) Performance Level. Page 686 of 3166

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 96%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	100	96	96.0%
English Learners	12	9	75.0%
Homeless	5	*	*
Socioeconomically Disadvantaged	65	63	96.9%
Students with Disabilities	17	15	88.2%
African American	9	*	*
Asian	2	*	*
Filipino	2	*	*
Hispanic	58	55	94.8%
White	21	20	95.2%
Two or More Races	8	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There was one Student Group that performed Very Low: Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).
- **College/Career** was a Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. However, AS East County had 2 Student Groups that performed Very Low: Homeless and Socioeconomically Disadvantaged. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- **Mathematics** was a Red (Very Low) Performance Level. There were no student groups performing in the Red (Very Low) Performance level. 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. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school’s data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Altus Schools East County 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.

AS East County is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year 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.

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 Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly. Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs:** Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.
2. **Creation of Goals:** Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community.

3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively. Page 689 of 3166
4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.
5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact.

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.
- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.
- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students.

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

- a) **Credit Deficiency:** Upon initial enrollment at East County, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.
- b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.
- c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.
- d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.
- e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.
- f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement 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 2024-25 LCAP which are designed to improve Graduation Rate: Page 691 of 3166

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.
- **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 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.
- **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.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve 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 2023 Dashboard and determined that the State DASS school average was 54.2% and San Diego County DASS school average was 49.3%.

For the 2024-25 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 2024 to April 2025, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Students

The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.

Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.

Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.

Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.

A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:

These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 698 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

East County provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering East County are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, East County is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td colspan="2">100% of teachers as of October 2023</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers as of October 2023		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
100% of teachers as of October 2023																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <thead> <tr> <th colspan="2">2021-22 Results</th> </tr> </thead> <tbody> <tr> <td>Total teaching FTE</td> <td>9</td> </tr> <tr> <td>Clear</td> <td>11.7%</td> </tr> </tbody> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	9	Clear	11.7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the baseline results	N/A												
2021-22 Results																								
Total teaching FTE	9																							
Clear	11.7%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>96%</td> </tr> <tr> <td>Hispanic</td> <td>94.8%</td> </tr> <tr> <td>White</td> <td>95.2%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>8</td> </tr> <tr> <td>EL</td> <td>75%</td> </tr> <tr> <td>SED</td> <td>96.9%</td> </tr> <tr> <td>SWD</td> <td>88.2%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	96%	Hispanic	94.8%	White	95.2%	African American	*	2+ Races	8	EL	75%	SED	96.9%	SWD	88.2%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 68.8%</p> <p>San Diego County: 73.4%</p>	N/A
2022-23 Results																								
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M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>65.4%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>White</td> <td>62.15</td> </tr> <tr> <td>African American</td> <td>64.3%</td> </tr> <tr> <td>2+ Races</td> <td>53.8%</td> </tr> <tr> <td>EL</td> <td>86.4%</td> </tr> <tr> <td>SED</td> <td>63.95</td> </tr> <tr> <td>SWD</td> <td>62.5%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	65.4%	Hispanic	69%	White	62.15	African American	64.3%	2+ Races	53.8%	EL	86.4%	SED	63.95	SWD	62.5%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>San Diego County: 49.3%</p>	N/A Page 703 of 3166
2022-23 Results																								
Schoolwide	65.4%																							
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M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</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>0%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Cumulative results as of April 2024</p> <p>* Less than 11 students – data not displayed for privacy</p>	2023-24 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	*	2+ Races	*	EL	*	SED	0%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>San Diego County: 22.2%</p>	N/A
2023-24 Results																								
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EL	*																							
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SWD	*																							

M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>8.5</td> </tr> <tr> <td>Hispanic</td> <td>18.5</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>-8.9</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	8.5	Hispanic	18.5	White	*	African American	*	2+ Races	*	EL	*	SED	-8.9	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 San Diego County: -135.9	N/A Page 704 of 3166
2022-23 Results																								
Schoolwide	8.5																							
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SED	-8.9																							
SWD	*																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-142.7</td> </tr> <tr> <td>Hispanic</td> <td>-115.1</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>-155.5</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-142.7	Hispanic	-115.1	White	*	African American	*	2+ Races	*	EL	*	SED	-155.5	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 San Diego County: -185.2	N/A
2022-23 Results																								
Schoolwide	-142.7																							
Hispanic	-115.1																							
White	*																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	-155.5																							
SWD	*																							
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>73.53%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	73.53%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% San Diego County: 33.3%	N/A														
2022-23 Results																								
ELA	73.53%																							

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>17.65%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Mathematics	17.65%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 3.8%</p> <p>San Diego County: 3.8%</p>	N/A Page 705 of 3166
2022-23 Results										
Mathematics	17.65%									
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>57.6%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	57.6%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 32.5%</p> <p>San Diego County: 37%</p>	N/A
2022-23 Results										
English Learners	57.6%									
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>19%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		School Reclassification Rate	19%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A
2022-23 Results										
School Reclassification Rate	19%									

M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>68%</td> </tr> <tr> <td>Hispanic</td> <td>65%</td> </tr> <tr> <td>White</td> <td>67%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>57%</td> </tr> <tr> <td>SED</td> <td>71%</td> </tr> <tr> <td>SWD</td> <td>71%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	68%	Hispanic	65%	White	67%	African American	*	2+ Races	*	EL	57%	SED	71%	SWD	71%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 706 of 3166
2022-23 Results																								
Schoolwide	68%																							
Hispanic	65%																							
White	67%																							
African American	*																							
2+ Races	*																							
EL	57%																							
SED	71%																							
SWD	71%																							
M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>67%</td> </tr> <tr> <td>Hispanic</td> <td>80%</td> </tr> <tr> <td>White</td> <td>64%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>65%</td> </tr> <tr> <td>SED</td> <td>82%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	67%	Hispanic	80%	White	64%	African American	*	2+ Races	*	EL	65%	SED	82%	SWD	74%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
2022-23 Results																								
Schoolwide	67%																							
Hispanic	80%																							
White	64%																							
African American	*																							
2+ Races	*																							
EL	65%																							
SED	82%																							
SWD	74%																							

M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>72%</td> </tr> <tr> <td>Hispanic</td> <td>71%</td> </tr> <tr> <td>White</td> <td>81%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>65%</td> </tr> <tr> <td>SED</td> <td>725</td> </tr> <tr> <td>SWD</td> <td>67%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	72%	Hispanic	71%	White	81%	African American	*	2+ Races	*	EL	65%	SED	725	SWD	67%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 707 of 3166
2022-23 Results																								
Schoolwide	72%																							
Hispanic	71%																							
White	81%																							
African American	*																							
2+ Races	*																							
EL	65%																							
SED	725																							
SWD	67%																							
M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>20.90%</td> </tr> <tr> <td>Hispanic</td> <td>30%</td> </tr> <tr> <td>White</td> <td>9.09%</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>10.87%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	20.90%	Hispanic	30%	White	9.09%	African American	*	2+ Races	*	EL	*	SED	10.87%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the Statewide or County DASS school average: Statewide: Not available San Diego County: 13.6%	N/A
2022-23 Results																								
Schoolwide	20.90%																							
Hispanic	30%																							
White	9.09%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	10.87%																							
SWD	0%																							

M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>91.7%</td> </tr> <tr> <td>Hispanic</td> <td>91.4%</td> </tr> <tr> <td>White</td> <td>93.8%</td> </tr> <tr> <td>African American</td> <td>94.8%</td> </tr> <tr> <td>EL</td> <td>93.6%</td> </tr> <tr> <td>SED</td> <td>90.3%</td> </tr> <tr> <td>SWD</td> <td>91.7%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>85.6%</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of April 2024</p>	2023-24 Results		Schoolwide	91.7%	Hispanic	91.4%	White	93.8%	African American	94.8%	EL	93.6%	SED	90.3%	SWD	91.7%	Foster Youth	*	Homeless	85.6%	Cadet Corps	*	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A Page 708 of 3166
2023-24 Results																														
Schoolwide	91.7%																													
Hispanic	91.4%																													
White	93.8%																													
African American	94.8%																													
EL	93.6%																													
SED	90.3%																													
SWD	91.7%																													
Foster Youth	*																													
Homeless	85.6%																													
Cadet Corps	*																													
Pregnant/Parent	*																													
M1.17	Middle School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Middle School</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Middle School Dropout Rate as of April 2024</p>	2023-24 Results		Middle School	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
Middle School	0%																													
M1.18	High School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>0.4%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: High School Dropout Rate as of April 2024</p>	2023-24 Results		High School	0.4%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
High School	0.4%																													

M1.19	Student Confidence Survey	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
		Schoolwide	93%				
		Data Source: Locally Reported					
		Note: Student Confidence Survey Results as of February 2024					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<ul style="list-style-type: none"> 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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student. d) 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. 	\$5,556	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$180,267	Yes Page 712 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$890,346	No Page 714 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$483,343	Yes Page 716 of 3166
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$751,953	No Page 717 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.</p> <p>d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.</p>	\$8,122	No Page 718 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$312,716	Yes Page 719 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

East County is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Dual Enrollment</td> <td>19</td> </tr> <tr> <td>Articulated Credit</td> <td>15</td> </tr> <tr> <td>Total early college credit</td> <td>34</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	19	Articulated Credit	15	Total early college credit	34	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 34 early college courses	N/A
2022-23 Results														
Dual Enrollment	19													
Articulated Credit	15													
Total early college credit	34													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>8 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of March 2024</p>	2023-24 Results		Number of AP Courses Assigned	8 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 8 AP courses	N/A Page 723 of 3166									
2023-24 Results																			
Number of AP Courses Assigned	8 courses																		
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td></tr> <tr><td>Design, Visual & Media Arts</td></tr> <tr><td>Environmental Resources</td></tr> <tr><td>Hospitality, Tourism & Recreation</td></tr> <tr><td>Software & Systems Development</td></tr> <tr><td>Public Safety</td></tr> <tr><td>Patient Care</td></tr> <tr><td>Business Management</td></tr> <tr><td>Animal Science</td></tr> <tr><td>Retail Sales and Marketing</td></tr> <tr><td>Teacher Education</td></tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Child Development	Design, Visual & Media Arts	Environmental Resources	Hospitality, Tourism & Recreation	Software & Systems Development	Public Safety	Patient Care	Business Management	Animal Science	Retail Sales and Marketing	Teacher Education	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																			
Child Development																			
Design, Visual & Media Arts																			
Environmental Resources																			
Hospitality, Tourism & Recreation																			
Software & Systems Development																			
Public Safety																			
Patient Care																			
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Animal Science																			
Retail Sales and Marketing																			
Teacher Education																			
M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Core Courses Aligned to CCSS	100%																		
M2.8	100% of Science Courses will be aligned to NAS East County	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NAS East County</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NAS East County	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A									
2023-24 Results																			
Science Courses Aligned to NAS East County	100%																		

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 724 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>2.3%</td> </tr> <tr> <td>Hispanic</td> <td>2.8%</td> </tr> <tr> <td>White</td> <td>3.4%</td> </tr> <tr> <td>African American</td> <td>0%</td> </tr> <tr> <td>2+ Races</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>2.8%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	2.3%	Hispanic	2.8%	White	3.4%	African American	0%	2+ Races	0%	EL	0%	SED	2.8%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	2.3%																							
Hispanic	2.8%																							
White	3.4%																							
African American	0%																							
2+ Races	0%																							
EL	0%																							
SED	2.8%																							
SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>9%</td> </tr> <tr> <td>Hispanic</td> <td>7%</td> </tr> <tr> <td>White</td> <td>13.8%</td> </tr> <tr> <td>African American</td> <td>14.3%</td> </tr> <tr> <td>2+ Races</td> <td>7.7%</td> </tr> <tr> <td>EL</td> <td>4.5%</td> </tr> <tr> <td>SED</td> <td>7.4%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	9%	Hispanic	7%	White	13.8%	African American	14.3%	2+ Races	7.7%	EL	4.5%	SED	7.4%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 725 of 3166
2022-23 Results																								
Schoolwide	9%																							
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2+ Races	7.7%																							
EL	4.5%																							
SED	7.4%																							
SWD	0%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <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>0%</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> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	0%	African American	0%	2+ Races	0%	EL	0%	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
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African American	0%																							
2+ Races	0%																							
EL	0%																							
SED	0%																							
SWD	0%																							

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	2022-23 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 726 of 3166
		Schoolwide	0%				
		Hispanic	0%				
		White	0%				
		African American	0%				
		2+ Races	0%				
		EL	0%				
		SED	0%				
SWD	0%						
		Data Source: CA School Dashboard					
		* Less than 11 students – data not displayed for privacy					
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A
		WEE Program remains compliant and available to all students for the 2023-24 school year					
		Data Source: Locally Reported					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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 (NAS East County). 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. 	\$256,479	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<ul style="list-style-type: none"> 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) 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), Gifted and Talented Education, and the Early College Credit Program. f) 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. 	\$199,008	Yes
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$306,758	No Page 731 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 735 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of staff as of April 2024</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of staff as of April 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of staff as of April 2024								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience at East County	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>98% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	98% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
98% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at East County	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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 (NAS East County) and English Language Development (ELD) Standards. c) Learning Leads 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. 	\$46,321	No Page 739 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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. 	\$11,608	Yes Page 741 of 3166
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	\$10,710	[Yes/No] Page 742 of 3166
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2024</p>	2023-24 Results		Suspension Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	0%									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$70,360	No Page 748 of 3166
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$43,137	No Page 749 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$67,728	Yes Page 750 of 3166
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <td>2023-24 Results</td> </tr> <tr> <td>100% of school facilities</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <td>2023-24 Results</td> </tr> <tr> <td>The following parental participation opportunities were provided:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 753 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p>2023-24 Results</p> <p>24 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 24 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	12 Family Learning Series were provided	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 754 of 3166
2023-24 Results								
12 Family Learning Series were provided								
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>98% of parents and family members</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	98% of parents and family members	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results								
98% of parents and family members								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$535,037	No Page 758 of 3166
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		<p>and communication.</p> <ul style="list-style-type: none"> k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners. l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods. m) Administer the California Healthy Kids Survey (CHKS) to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. n) 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>2</p>	<p>Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development. e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. 	<p>\$17,775</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$946,304	\$92,401

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
24.626%	0%	\$0	24.626%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identity/experiences, and implement programs that promote diversity/inclusion. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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- c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.
- d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.
- e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

(M5.6) [Page 771 of 3166](#)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>Page 776 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

<p>Goal 1, Action 7</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP). b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups. c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress. d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement. e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness. b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success. c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student
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critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs. b) Provide specialized support and case management services to Foster Youth. c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges. d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students. b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system. c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6) d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY. b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers. c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success. d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress. e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes. b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth. c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7) b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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.

East County 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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	55:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	17:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,842,778	\$ 946,304	24.626%	0.000%	24.626%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,044,121	\$ 821,037	\$ -	\$ 332,066	\$ 4,197,223.42	\$ 3,269,969	\$ 927,254

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 5,556	\$ -	\$ -	\$ -	\$ 5,556	\$ 5,556	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 180,267	\$ 0	\$ 168,195	\$ 12,073	\$ -	\$ -	\$ 180,267	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 844,411	\$ 45,935	\$ 803,014	\$ 50,654	\$ -	\$ 36,678	\$ 890,346	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 404,390	\$ 78,953	\$ 268,789	\$ 6,480	\$ -	\$ 208,074	\$ 483,343	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 599,940	\$ 152,013	\$ 402,190	\$ 313,363	\$ -	\$ 36,400	\$ 751,953	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 8,122	\$ -	\$ 6,251	\$ -	\$ -	\$ 1,871	\$ 8,122	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 312,716	\$ -	\$ 287,347	\$ 19,755	\$ -	\$ 5,614	\$ 312,716	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 154,404	\$ 102,075	\$ 244,788	\$ 11,691	\$ -	\$ -	\$ 256,479	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 166,012	\$ 32,996	\$ 149,754	\$ 37,863	\$ -	\$ 11,391	\$ 199,008	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	\$ 306,155	\$ 603	\$ -	\$ 306,758	\$ -	\$ -	\$ 306,758	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 46,321	\$ -	\$ 43,029	\$ 3,293	\$ -	\$ -	\$ 46,321	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 11,608	\$ -	\$ 6,325	\$ -	\$ -	\$ 5,283	\$ 11,608	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 10,710	\$ -	\$ 91	\$ -	\$ -	\$ 10,619	\$ 10,710	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 48,103	\$ 22,257	\$ 67,192	\$ 3,168	\$ -	\$ -	\$ 70,360	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 43,137	\$ 0	\$ 34,952	\$ 2,195	\$ -	\$ 5,989	\$ 43,137	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	\$ 55,357	\$ 12,371	\$ 67,728	\$ -	\$ -	\$ -	\$ 67,728	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 65,132	\$ 469,905	\$ 481,293	\$ 53,744	\$ -	\$ -	\$ 535,037	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 13,185	\$ 4,590	\$ 13,185	\$ -	\$ -	\$ 4,590	\$ 17,775	0.000%

2024-25 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
\$ 3,842,778	\$ 946,304	24.626%	0.000%	24.626%	\$ 961,412	0.000%	25.019%	Total:	\$ 961,412
								LEA-wide Total:	\$ 418,634
								Limited Total:	\$ 542,779
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 168,195	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 268,789	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	\$ 287,347	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 149,754	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 6,325	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	\$ 91	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 67,728	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 13,185	0.000%

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%	Total:	\$ 843,382
								LEA-wide Total:	\$ 396,122
								Limited Total:	\$ 447,259
								Schoolwide Total:	\$ -

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%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,419,661.31	\$ 3,967,837.92

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	\$ 7,206	\$ 5,144
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	\$ 204,972	\$ 174,046
1	3	Academic Instruction and Support for All Students	No	\$ 1,137,296	\$ 971,513
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 631,202	\$ 511,495
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 662,844	\$ 588,301
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 13,905	\$ 12,993
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 253,591	\$ 208,626
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 278,464	\$ 243,121
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 221,929	\$ 196,541
2	3	College/Career Pathways for All Students	No	\$ 205,627	\$ 289,055
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 52,187	\$ 44,582
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 17,767	\$ 17,382
4	1	Safe and Supportive Schools for All Students	No	\$ 74,916	\$ 70,260
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 49,869	\$ 43,167
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 68,521	\$ 69,082
5	1	Engagement Opportunities for All Students	No	\$ 522,581	\$ 504,473
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 16,786	\$ 18,056

2023-24 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)
\$ 868,778	\$ 843,382	\$ 910,584	\$ (67,203)	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 and Support English Language Proficiency for English Learners	Yes	\$ 164,076	\$ 166,263.27	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 249,891	\$ 321,111.99	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 206,798	\$ 195,507.11	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 146,231	\$ 148,900.28	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 6,545	\$ 7,368.39	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 56,560	\$ 57,627.12	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 13,280	\$ 13,806.04	0.00%	0.00%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 797 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Page 798 of 3166
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 803 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 806 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. Page 808 of 3166

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. [Page 813 of 3166](#)

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. Page 819 of 3166

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Altus Schools East County** (ASEC) 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 at **Altus Schools East County** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Altus Schools East County'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools East County'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools East County'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools East County'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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Altus Schools East County'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:¹

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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 98.1% of parents report being able to provide input and feedback to the school through multiple ways. 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 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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.

ASEC 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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 118 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code 52052*, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Altus Schools East County (ASEC) administers both an Annual LCAP Stakeholder Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP 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 the school's LCAP. To monitor the success of ASEC'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 2023-2024, ASEC exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYS survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. ASEC's response rate on the CHYS at each grade level was Grade 7 (29%), Grade 9 (17%), and Grade 11 (27%) for CHYS Core and Grade 7 (24%), Grade 9 (17%), and Grade 11 (20%) for CHYS Behavioral Health.

2. **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 100% of students reported that they felt safe at ASEC and 100% of parents reported that they feel their child is safe at the school. 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 2023-2024 ASEC's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Due to small school size, this means ASEC didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group. Key learnings included that 16% of 9th graders reported social emotional distress and in the past 12 months 10% of 9th graders reported having considered attempting suicide in the past 12 months. 0% of students in 9th and 10% in 11th reported having ever used alcohol or drugs in their lifetime. 10% of 11th graders reported they currently use (past 30 days) of alcohol or drugs. 0% of 9th and 20% of 11th reported ever having used vape products. 10% of 9th and 20% of 11th graders reported 3 or more monthly absences in the past 30 days. 50% of students in 9th and 40% in 11th reported bedtime of 12am or later, and 40% of students in 9th and 50% in 11th reported eating breakfast today. In the past 12 months 20% of 9th grade students reported wanting to receive mental health services, 20% reported receiving mental health services and 40% reported barriers to receiving services. Most students (67% in 9th and 90% in 11th) reported having caring adult relationships at school and that the school promotes parental involvement (67% of 9th and 70% of 11th). 90% in 9th and 11th report that teachers at the school treat students fairly. 64% of 9th graders reported overall life satisfaction.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous

improvement purposes.

ASEC has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aid in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs ASEC has a school meal program, provide an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at ASEC.

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 2023-2024 **Altus Schools East County** served 260 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 23.8%
- Percentage of English Learners: 11.9%
- Percentage of Socioeconomically Disadvantaged: 70.8%
- Percentage of Homeless and Foster Youth (FY): 8.8%

Altus Schools East County 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.

Altus Schools East County 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.**

Altus Schools East County’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 **Altus Schools East County** 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 **Altus Schools East County** 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.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DbA

*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

ALTUS SCHOOLS SOUTH BAY NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

LOCATION: 3252 Bonita Road, Chula Vista, CA 91910 or at
Altus Schools South Bay Resource Centers and/or via the following link
South Bay: <https://sweetwatersecondarycharter.com/board-and-governance/>

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Altus Schools South Bay Resource Centers and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Altus Schools South Bay

CDS Code: 37771070136473

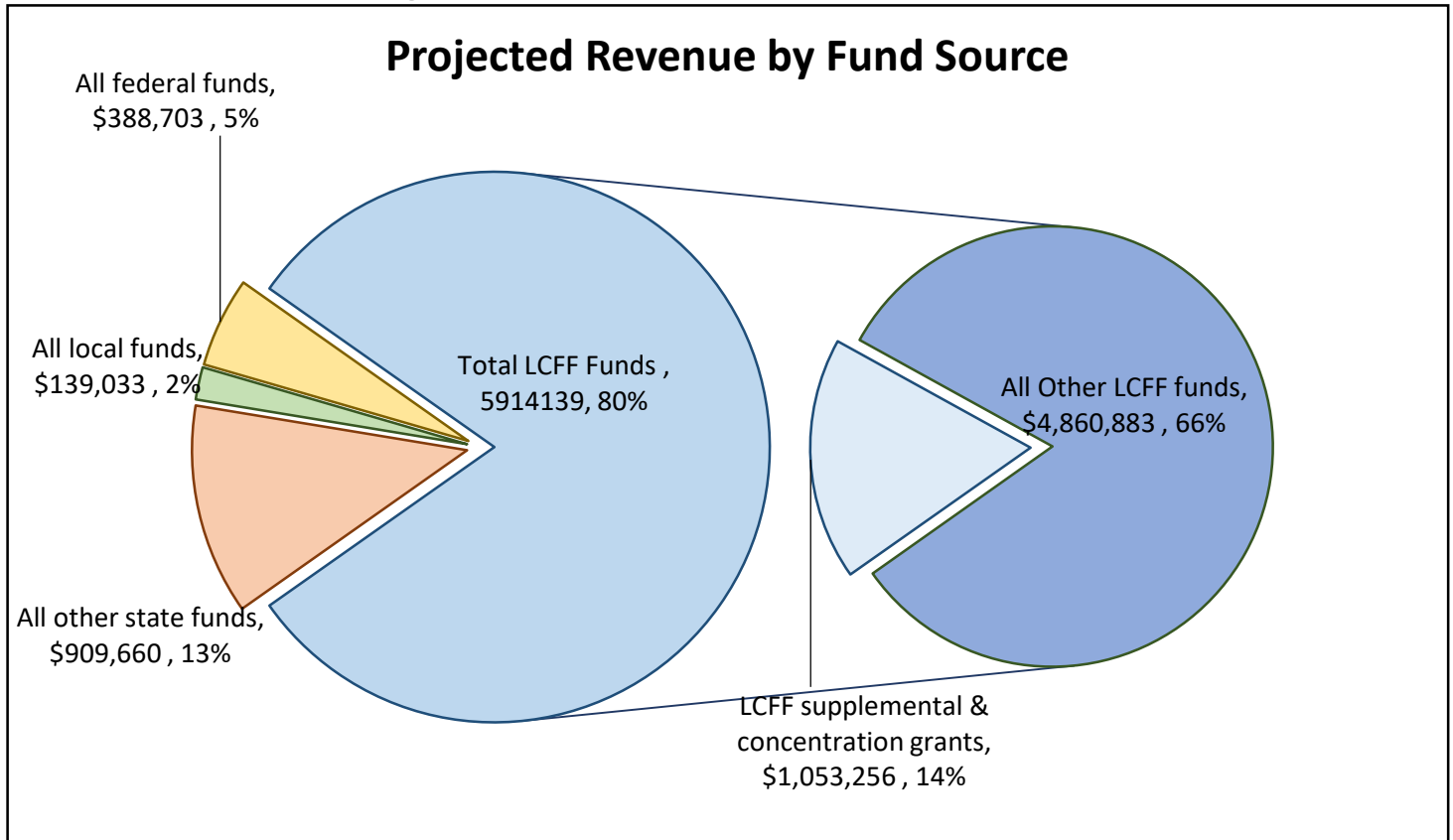
School Year: 2024-25

LEA contact information: Allison Fleck, Ph: (858) 203-7103, Email: 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 2024-25 School Year

Projected Revenue by Fund Source

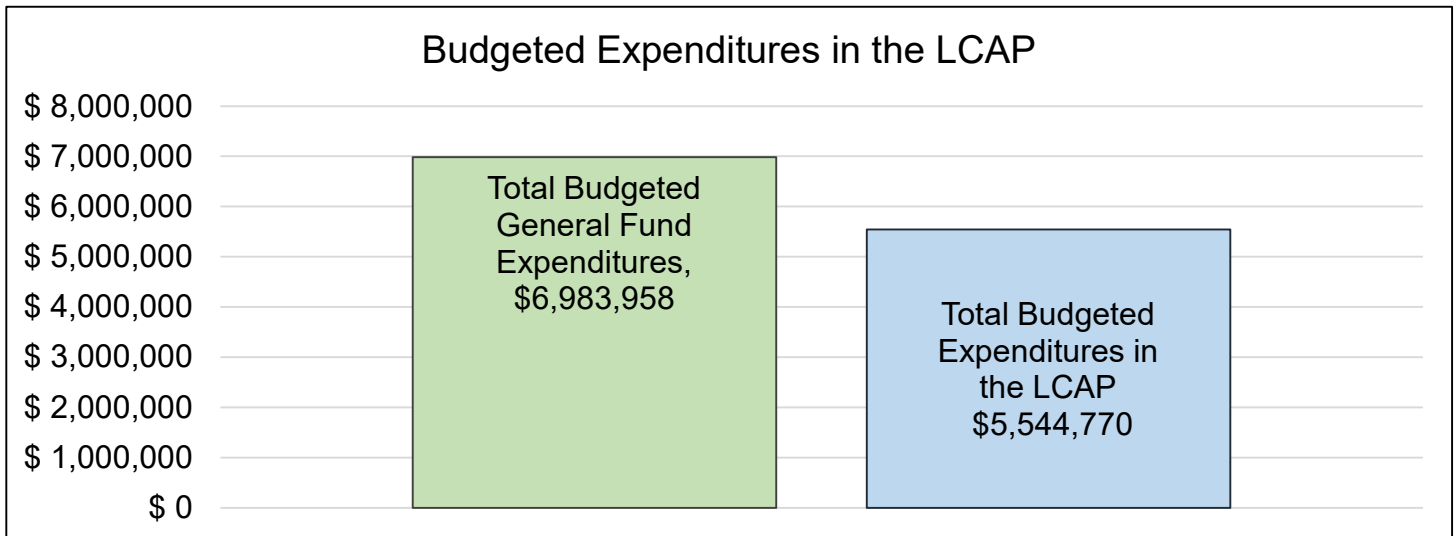


This chart shows the total general purpose revenue Altus Schools South Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Altus Schools South Bay is \$7,351,534.47, of which \$5,914,139.00 is Local Control Funding Formula (LCFF), \$909,659.50 is other state funds, \$139,033.00 is local funds, and \$388,702.97 is federal funds. Of the \$5,914,139.00 in LCFF Funds, \$1,053,256.00 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 Altus Schools South Bay plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

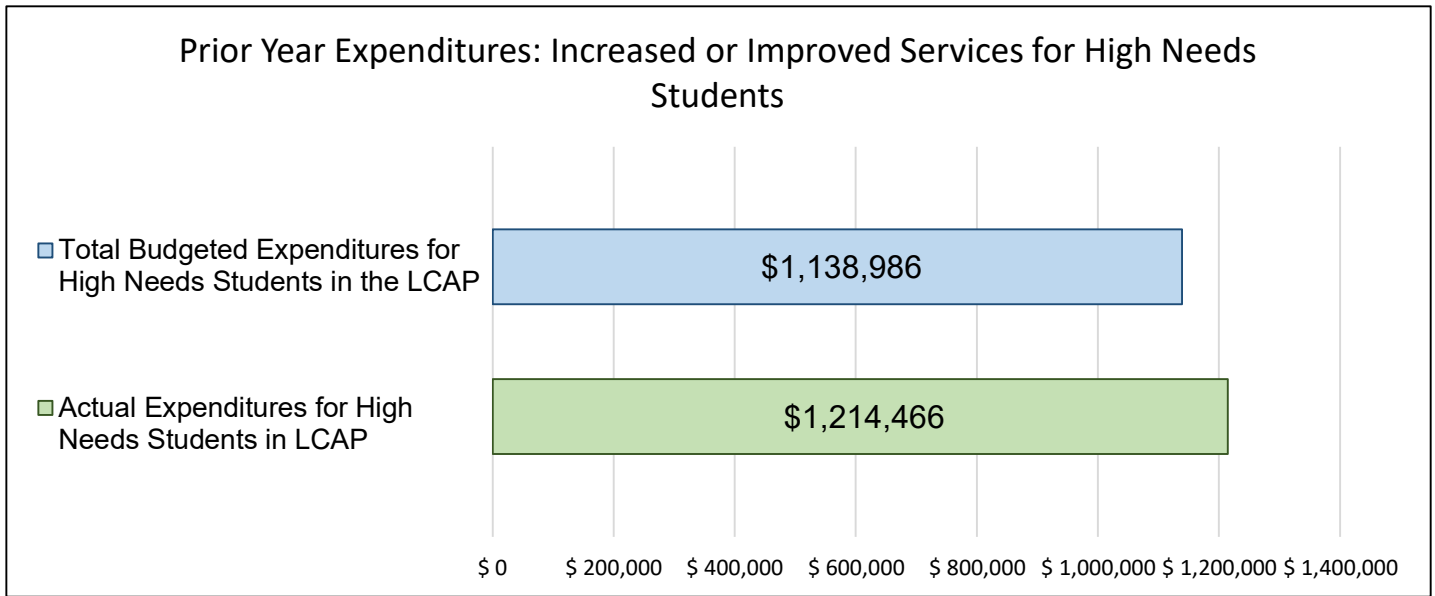
The text description of the above chart is as follows: Altus Schools South Bay plans to spend \$6,983,958.00 for the 2024-25 school year. Of that amount, \$5,544,770.00 is tied to actions/services in the LCAP and \$1,439,188.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control 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 2024-25 School Year

In 2024-25, Altus Schools South Bay is projecting it will receive \$1,053,256.00 based on the enrollment of foster youth, English learner, and low-income students. Altus Schools South Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Altus Schools South Bay plans to spend \$1,427,036.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Altus Schools South Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Altus Schools South Bay 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 2023-24, Altus Schools South Bay's LCAP budgeted \$1,138,986.00 for planned actions to increase or improve services for high needs students. Altus Schools South Bay actually spent \$1,214,466.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Altus Schools South Bay	Allison Fleck School Coordinator	afleck@altusschools.net (858) 249-7018

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																
Basic Teachers appropriately assigned and credentialed	2020-21 Source: Local Reporting 100% of teachers	2021-22: Results 100% of teachers as of April 2022	2022-23 Results 92.8% of teachers as of October 2022 Data Source: Locally Reported	2023-24 Results 93% of teachers as of October 2023 Data Source: Locally Reported	Desired Outcome for 2023-24 At least 90% of teachers are fully credentialed and appropriately assigned																																																																																
Pupil Achievement <u>One-Year DASS Graduation Rate:</u> Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups	2020-21 Source: CA School Dashboard <table border="1"> <tr><td>Schoolwide</td><td>84%</td></tr> <tr><td>Hispanic</td><td>83.5%</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>90.9%</td></tr> <tr><td>SED</td><td>81.6%</td></tr> <tr><td>SWD</td><td>77.8%</td></tr> </table> <p>Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting</p>	Schoolwide	84%	Hispanic	83.5%	White	*	African American	*	2+ Races	*	EL	90.9%	SED	81.6%	SWD	77.8%	2021-22: Results <table border="1"> <tr><td>Schoolwide</td><td>87.3%</td></tr> <tr><td>Hispanic</td><td>88.6%</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>84.3%</td></tr> <tr><td>SWD</td><td>*</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	87.3%	Hispanic	88.6%	White	*	African American	*	2+ Races	*	EL	*	SED	84.3%	SWD	*	2022-23 Results <table border="1"> <tr><td>Schoolwide</td><td>94.4%</td></tr> <tr><td>Hispanic</td><td>93.3%</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>84.2%</td></tr> <tr><td>SED</td><td>95.4%</td></tr> <tr><td>SWD</td><td>100%</td></tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	94.4%	Hispanic	93.3%	White	*	African American	*	2+ Races	*	EL	84.2%	SED	95.4%	SWD	100%	2023-24 Results <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>Data Source: CA School Dashboard (Additional Reports)</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</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	Desired Outcome for 2023-24 <table border="1"> <tr><td>Schoolwide</td><td>>80%</td></tr> <tr><td>Hispanic</td><td>>80%</td></tr> <tr><td>White</td><td>>80%</td></tr> <tr><td>African American</td><td>>80%</td></tr> <tr><td>2+ Races</td><td>>80%</td></tr> <tr><td>EL</td><td>>80%</td></tr> <tr><td>SED</td><td>>80%</td></tr> <tr><td>SWD</td><td>>80%</td></tr> </table>	Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	>80%	2+ Races	>80%	EL	>80%	SED	>80%	SWD	>80%
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Pupil Achievement

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

Note: Only the DASS One-Year Grad Rate was available for the 2020-21 school year

2021-22 Results	
Schoolwide	66.4%
Hispanic	63.2%
White	*
African American	*
2+ Races	*
EL	40.9%
SED	63.9%
SWD	33.3%

Data Source: CA School Dashboard (Additional Reports)

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	57.3%
San Diego County DASS Average	55.1%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	65.1%
Hispanic	62.6%
White	69.2%
African American	*
2+ Races	*
EL	52.2%
SED	64.5%
SWD	60.5%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	54.23%
San Diego County DASS Average	49.3%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard (Additional Reports)

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

2020-21 Source: DataQuest	
Schoolwide	11.4%
Hispanic	15%
White	*
African American	*
2+ Races	*
EL	16.7%
SED	16.7%
SWD	15.8%

2021-22: Results	
Schoolwide	9.4%
Hispanic	6.5%
White	*
African American	*
2+ Races	*
EL	13.3%
SED	9.3%
SWD	8.3%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	55.9%
San Diego County DASS Average	27.2%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	1.6%
Hispanic	1.9%
White	*
African American	*
2+ Races	*
EL	0%
SED	2.4%
SWD	0%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of April 2023

2022-23 Results	
State DASS Average	47.1%
San Diego County DASS Average	22.2%

Data Source: Locally Reported

2023-24 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	0%
EL	0%
SED	0%
SWD	0%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of April 2024

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	<10%
African American	<10%
2+ Races	<10%
EL	<10%
SED	<10%
SWD	<10%

Pupil Achievement

Smarter Balanced ELA 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

2018-19 Source: CA School Dashboard	
Schoolwide	-3.2
Hispanic	-4.4
White	*
African American	*
2+ Races	*
EL	-30.9
SED	-3.5
SWD	*

2021-22: Results	
Schoolwide	-15.2
Hispanic	-17.2
White	*
African American	*
2+ Races	*
EL	-77.9
SED	-28.1
SWD	-130.1

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
San Diego County DASS Average	-90.8

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-9.5
Hispanic	-17.2
White	*
African American	*
2+ Races	*
EL	-45.7
SED	-13
SWD	-76.4

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
San Diego County DASS Average	-135.9

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-0.1
Hispanic	>-0.1
White	*
African American	*
2+ Races	*
EL	>-21.9
SED	>-0.1
SWD	*

Pupil Achievement

Smarter Balanced Mathematics Summative Assessments:

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

2018-19 Source: CA School Dashboard	
Schoolwide	-95.7
Hispanic	-96.8
White	*
African American	*
2+ Races	*
EL	-95.1
SED	-94.5
SWD	*

2021-22: Results	
Schoolwide	-120.3
Hispanic	-127.4
White	*
African American	*
2+ Races	*
EL	-155.3
SED	-127.2
SWD	-206.2

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
San Diego County DASS Average	-157.3

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-115.7
Hispanic	-117.8
White	*
African American	*
2+ Races	*
EL	-130.8
SED	-114.2
SWD	-169.5

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
San Diego County DASS Average	-185.2

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Diego County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-86.7
Hispanic	>-87.8
White	*
African American	*
2+ Races	*
EL	>-86.1
SED	>-85.5
SWD	*

Pupil Achievement
 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)

2020-21 Source: DataQuest	
ELA	67.57%
Mathematics	16.21%

2021-22: Results	
ELA	46.39%
Mathematics	13.4%

Data Source: DataQuest CAASPP Results

2022-23 Results	
ELA	69.56%
Mathematics	19.57%

Data Source: DataQuest CAASPP Results

2023-24 Results	
ELA	Not available
Mathematics	Not available

Data Source: DataQuest CAASPP Results
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
ELA	>67.57%
Mathematics	>16.21%

Pupil Achievement
English Learner Progress Indicator:
 More than 45% of English Learners are making progress towards English Language proficiency

2018-19 Source: CA School Dashboard	
English Learners	51.2%

2021-22: Results	
English Learners	50%

Data Source: CA School Dashboard

2022-23 Results	
English Learners	47.8%

Data Source: CA School Dashboard

2023-24 Results	
English Learners	Not available

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
English Learners	>45%

Pupil Achievement
English Learner Reclassification Rate:
 Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total

2019-20 Source: DataQuest	
SSS Total	19%
San Diego County Total	14.7%
State Total	13.8%

2021-22: Results	
SSS Reclassification Rate	Not available

Note: Data will be available after June 2022

2022-23 Results	
School Reclassification Rate	16%

Data Source: Locally Reported

2023-24 Results	
School Reclassification Rate	Not available

Data Source: Locally Reported
Note: Annual Reclassification (RFEP) Counts and Rates should be available in Fall 2024

Desired Outcome for 2023-24	
SSS Reclassification Rate	>13.8%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

2020-21 Source: Local Reporting	
Schoolwide	87%
Hispanic	88%
White	75%
African American	*
2+ Races	N/A
EL	83%
SED	84%
SWD	85%

2021-22: Results	
Schoolwide	68%
Hispanic	68%
White	*
African American	*
2+ Races	*
EL	58%
SED	68%
SWD	78%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	68%
Hispanic	67%
White	*
African American	*
2+ Races	*
EL	60%
SED	68%
SWD	60%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

2020-21 Source: Local Reporting	
Schoolwide	82%
Hispanic	84%
White	100%
African American	*
2+ Races	N/A
EL	74%
SED	80
SWD	73%

2021-22: Results	
Schoolwide	67%
Hispanic	66%
White	*
African American	*
2+ Races	*
EL	59%
SED	64%
SWD	63%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	73%
Hispanic	71%
White	*
African American	*
2+ Races	*
EL	67%
SED	74%
SWD	80%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

2020-21 Source: Local Reporting	
Schoolwide	77%
Hispanic	73%
White	100%
African American	*
2+ Races	N/A
EL	65%
SED	77%
SWD	76%

2021-22: Results	
Schoolwide	66%
Hispanic	64%
White	*
African American	*
2+ Races	*
EL	65%
SED	67%
SWD	59%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	73%
Hispanic	75%
White	*
African American	*
2+ Races	*
EL	73%
SED	71%
SWD	76%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	15.31%
Hispanic	13.09%
White	*
African American	*
2+ Races	*
EL	5%
SED	19.12%
SWD	0%

2021-22: Results	
Schoolwide	23.96%
Hispanic	22.66%
White	*
African American	*
2+ Races	*
EL	0%
SED	18.64%
SWD	9.09%

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	22.39%
Hispanic	20.35%
White	*
African American	*
2+ Races	*
EL	*
SED	20.69%
SWD	11.54%

Data Source: DataQuest CAASPP Results

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>15.31%
Hispanic	>13.09%
White	*
African American	*
2+ Races	*
EL	>5%
SED	>19.12%
SWD	>0%

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups
Note: 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: [California Department of Education Independent Study Program Summary](#))

2020-21 Source: Local Reporting	
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%

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

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	*

2023-24 Results	
Schoolwide	94.5%
Hispanic	94.1%
White	98.4%
African American	95.6%
EL	94.3%
SED	94.2%
SWD	94.1%
Foster Youth	*
Homeless	90.1%
Cadet Corps	97.8%
Pregnant/Parent	*

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%

Note: Results as of April 2022

Data Source: Locally Reported
 * Less than 11 students – data not displayed for privacy
Note: Cumulative Attendance Rate as of April 2023

Data Source: Locally Reported
 * Less than 11 students – data not displayed for privacy
Note: Cumulative Attendance Rate as of April 2024

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
Middle School	0.00%

2021-22: Results	
Middle School	0%

2022-23 Results	
Middle School	0%

2023-24 Results	
Middle School	0%

Desired Outcome for 2023-24	
Middle School	<5%

Note: Middle School Dropout Rate as of April 2022

Data Source: Locally Reported
Note: Middle School Dropout Rate as of April 2023

Data Source: Locally Reported
Note: Middle School Dropout Rate as of April 2024

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
High School	1.9%

2021-22: Results	
High School	1.3%

2022-23 Results	
High School	1.8%

2023-24 Results	
High School	0.6%

Desired Outcome for 2023-24	
High School	<5%

Note: High School Dropout Rate as of April 2022

Data Source: Locally Reported
Note: High School Dropout Rate as of April 2023

Data Source: Locally Reported
Note: High School Dropout Rate as of April 2024

Other Pupil OutcomesStudent Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

2020-21 Source: Local Reporting	
Schoolwide	87% as of March 2021

2021-22: Results	
Schoolwide	91%

Note: Results as of June 2022

2022-23 Results	
Schoolwide	93%

Data Source: Locally Reported

Note: Student Confidence Survey Results as of February 2023

2023-24 Results	
Schoolwide	92%

Data Source: Locally Reported

Note: Student Confidence Survey Results as of February 2024

Desired Outcome for 2023-24	
Schoolwide	> 90%

Goal Analysis

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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:

Goal 1.4

Budgeted Expenditures: \$760,880

Estimated Actual Expenditures: \$676,358

Material Difference: Increase \$84,522

Explanation: Action 4 increased because the school budgeted for additional Resource Center Associates, Learning Associates, and Certificated Teacher Resources to assist with additional academic instructional support for tutoring services. Due to shortage in the workforce not all budgeted positions were filled.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation
- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1 Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.
- Action 2i: Prioritize multilingual's native language literacy to provide equitable access to the education program.
- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>Availability of standards aligned instructional materials to every student</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of students</p>	<p>2021-22: Results</p> <p>100% of students</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of students</p>
<p>Course Access</p> <p>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</p>	<p>2020-21 Source: Local Reporting</p> <p>All students had access and were enrolled in a broad course of study</p>	<p>2021-22: Results</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>2022-23 Results</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>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</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>Course Access</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>2020-21 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2021-22: Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of pupils with exceptional needs</p>

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>2020-21 Source: Local Reporting</p> <p>9 students participating in the Early College Credit Program as of April 2021</p>	<p>2021-22: Results</p> <table border="1"> <tr><td>Dual Enrollment</td><td>36</td></tr> <tr><td>Articulated Credit</td><td>3</td></tr> <tr><td>Total early college credit</td><td>39</td></tr> </table> <p>Note: Results as of April 2022</p>	Dual Enrollment	36	Articulated Credit	3	Total early college credit	39	<p>2022-23 Results</p> <table border="1"> <tr><td>Dual Enrollment</td><td>40</td></tr> <tr><td>Articulated Credit</td><td>13</td></tr> <tr><td>Total early college credit</td><td>53</td></tr> </table> <p>Data Source: Locally Reported</p>	Dual Enrollment	40	Articulated Credit	13	Total early college credit	53	<p>2023-24 Results</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>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2024</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr><td>Number of students completing college credit courses</td><td>>9 students</td></tr> </table>	Number of students completing college credit courses	>9 students																						
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Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	*
African American	*
2+ Races	*
EL	>0%
SED	>0%
SWD	>0%

Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a g requirements for entrance to the UC or CSU

2020-21 Source: DataQuest	
Schoolwide	4.7%
Hispanic	4.7%
White	*
African American	*
2+ Races	*
EL	0%
SED	2.6%
SWD	0%

2021-22: Results	
Schoolwide	8.6%
Hispanic	0%9.4%
White	*
African American	*
2+ Races	*
EL	0%
SED	8.3%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	10.3%
Hispanic	10.6%
White	0%
African American	*
2+ Races	*
EL	8.7%
SED	9.9%
SWD	7.9%

Data Source: CA School Dashboard

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>4.7%
Hispanic	>4.7%
White	*
African American	*
2+ Races	*
EL	>0%
SED	>2.6%
SWD	>0%

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a requirements AND at least one CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

Data Source: CA School Dashboard

2023-24 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

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	*
African American	*
2+ Races	*
EL	>0%
SED	>0%
SWD	>0%

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher

2020-21 Source: CA School Dashboard	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%

2021-22: Results	
Schoolwide	1.6%
Hispanic	0.9%
White	*
African American	*
2+ Races	*
EL	0%
SED	0.9%
SWD	0%

Data Source: CA School Dashboard
 * Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0.7%
Hispanic	0.7%
White	0%
African American	*
2+ Races	*
EL	0%
SED	0.7%
SWD	0%

Data Source: CA School Dashboard

2023-24 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

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	*
African American	*
2+ Races	*
EL	>0%
SED	>0%
SWD	>0%

Other Pupil Outcomes
 Maintain a compliant and accessible Work Experience Education (WEE) Program

2020-21 Source: Local Reporting
Met compliance requirements set forth by the California Department of Education

2021-22: Results
WEE Program remains compliant and available to all students for the 2021-22 school year

2022-23 Results
WEE Program remains compliant and available to all students for the 2022-23 school year

Data Source: Locally Reported

2023-24 Results
WEE Program remains compliant and available to all students for the 2023-24 school year

Data Source: Locally Reported

Desired Outcome for 2023-24
Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

Goal Analysis

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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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:

Goal 2.3

Budgeted Expenditures: \$224,467

Estimated Actual Expenditures: \$256,973

Material Difference: Increase \$32,506

Explanation: Action 3 increased because additional purchase of virtual reality technology for Career Technical Education was higher than originally budgeted. Page 873 of 3166

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Students completing UC a-g requirements for entrance to UC or CSU.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school’s Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School Dashboard and accountability system in coming years.
- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.
- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>90% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Results</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>2020-21 Source: Local Reporting</p> <p>10 ELAD trainings as of April 2021</p>	<p>2021-22: Results</p> <p>10 ELAD trainings as of April 2022</p>	<p>2022-23 Results</p> <p>11 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>6 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>

<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>2020-21 Source: Local Reporting</p> <p>67% of teachers completed LEC</p>	<p>2021-22: Results</p> <p>89% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>2020-21 Source: Local Reporting</p> <p>93% of staff as of April 2021</p>	<p>2021-22: Results</p> <p>97% of staff as of April 2022</p>	<p>2022-23 Results</p> <p>99% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of staff as of April 2024</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>98% of students as of April 2021</p>	<p>2021-22: Results</p> <p>98% of students as of April 2022</p>	<p>2022-23 Results</p> <p>98% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>98% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of students</p>
<p>School Climate</p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of parents and family members as of April 2021</p>	<p>2021-22: Results</p> <p>96% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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.

There are no material differences to report for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

In response to a Low Performance Status on the Mathematics indicator, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.
- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement.
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	2021-22: Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0%	2022-23 Results <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%	2023-24 Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> Data Source: CA School Dashboard Note: Student Suspension Results as of May 2024	Suspension Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	0%														
Suspension Rate	<1.5%														
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	2021-22: Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Note: Results as of April 2022	Expulsion Rate	0%	2022-23 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: Locally Reported Note: Student Expulsion Results as of May 2023	Expulsion Rate	0%	2023-24 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: Locally Reported Note: Student Expulsion Results as of May 2024	Expulsion Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	0%														
Expulsion Rate	<1%														
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>98% of students as of April 2021</td> </tr> </table>	98% of students as of April 2021	2021-22: Results <table border="1"> <tr> <td>96% of students as of April 2022</td> </tr> </table>	96% of students as of April 2022	2022-23 Results <table border="1"> <tr> <td>98% of students</td> </tr> </table> Data Source: Locally Reported	98% of students	2023-24 Results <table border="1"> <tr> <td>100% of students</td> </tr> </table> Data Source: Locally Reported	100% of students	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of students</td> </tr> </table>	>90% of students					
98% of students as of April 2021															
96% of students as of April 2022															
98% of students															
100% of students															
>90% of students															
School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>95% of parents and family members as of April 2021</td> </tr> </table>	95% of parents and family members as of April 2021	2021-22: Results <table border="1"> <tr> <td>98% of parents and family members as of April 2022</td> </tr> </table>	98% of parents and family members as of April 2022	2022-23 Results <table border="1"> <tr> <td>99% of parents and family</td> </tr> </table> Data Source: Locally Reported	99% of parents and family	2023-24 Results <table border="1"> <tr> <td>100% of parents and family</td> </tr> </table> Data Source: Locally Reported	100% of parents and family	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of parents and family members</td> </tr> </table>	>90% of parents and family members					
95% of parents and family members as of April 2021															
98% of parents and family members as of April 2022															
99% of parents and family															
100% of parents and family															
>90% of parents and family members															
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	2020-21 Source: Local Reporting <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	2021-22: Results <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	2022-23 Results <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> Data Source: 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	2023-24 Results <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 2023-24 school year</td> </tr> </table> Data Source: Locally Reported	School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year	Desired Outcome for 2023-24 <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					
School Safety Plan met compliance requirements set forth by local, county and state agencies															
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year															
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year															
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year															
Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant															

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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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.

There are no material differences to report for Goal 4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school’s Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of school facilities</p>	<p>2021-22: Results</p> <p>100% of school facilities as of April 2022</p>	<p>2022-23 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2021-22: Results</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>28 community-based partnerships</p>	<p>2021-22: Results</p> <p>25 community-based partnerships as of April 2022</p>	<p>2022-23 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>2020-21 Source: Local Reporting</p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p>2021-22: Results</p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p>2022-23 Results</p> <p>Ten Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>12 Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>2020-21 Source: Local Reporting</p> <p>95% of parents and family members as of April 2021</p>	<p>2021-22: Results</p> <p>97% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>100% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>99% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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 to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.

- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1i: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 892 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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
Altus Schools South Bay	Allison Fleck School Coordinator	afleck@altusschools.net (858) 249-7019

Plan Summary: 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

In 2017, Altus Schools South Bay, previously known as Sweetwater Secondary School, was established by the State Board of Education as a free public-school option serving students in grades 7-12. Altus Schools South Bay (AS South Bay) is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

AS South Bay received a Six-Year Accreditation Status by WASC through June 30, 2026. AS South Bay 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. AS South Bay is a non-classroom based, independent study program.

AS South Bay 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 AS South Bay, 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.

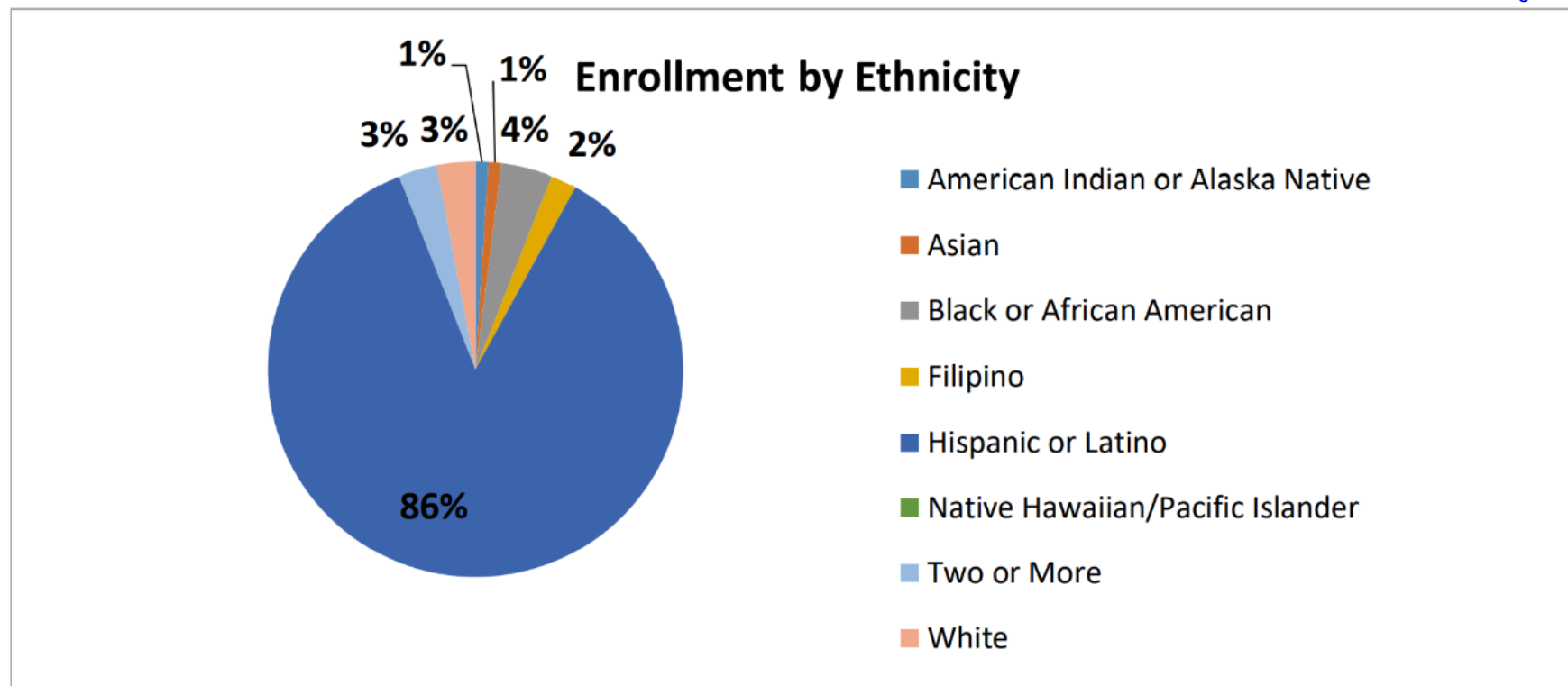
Our school’s standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at AS South Bay are based on Common Core State Standards and are infused with appropriate technology-based 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, AS South Bay 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.

AS South Bay 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 2024, AS South Bay had a total enrollment of 388 students. Of these 388 students, 77% were Socioeconomically Disadvantaged, 24% were Students with Disabilities, 7% were GATE, 23% were English Learners, 7% were Homeless, and 0% were Foster Youth.

In addition, of these 388 students, 86% were Hispanic, 3% were White and 4% Black or African American. 7% of students were of other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

AS South Bay's educational partners are satisfied with the school's commitment to providing a personalized instructional program for all students that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Green (Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- **English Learner Progress** was an **Orange (Low) Performance Level**. 47.8% of English Learner students are making progress towards English language proficiency.

- **English Language Arts** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the **Red (Very Low) Performance Level**. Page 896 of 3166

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 94.4%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	125	118	94.4%
English Learners	19	16	84.2%
Foster Youth	1	*	*
Homeless	9	*	*
Socioeconomically Disadvantaged	87	83	95.4%
Students with Disabilities	29	29	100.0%
African American	3	*	*
Asian	2	*	*
Filipino	4	*	*
Hispanic	105	98	93.3%
White	9	*	*
Two or More Races	2	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).
- **College/Career** was a Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. However, AS South Bay had one Student Group that performed Very Low: Students with Disabilities. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- **Mathematics** was an Orange (Low) Performance Level. There were no student groups performing in the Red (Very Low) Performance level. 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. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school's data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Altus Schools South Bay (AS South Bay) 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.

AS South Bay is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year 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.

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 Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly. Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs:** Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.
2. **Creation of Goals:** Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community.

3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively.
4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.
5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact.

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.
- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.
- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students.

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

- a) **Credit Deficiency:** Upon initial enrollment at AS South Bay, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.
- b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.
- c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.
- d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.
- e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.
- f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement 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 2024-25 LCAP which are designed to improve Graduation Rate: Page 901 of 3166

- **Goal 1, Action 3:** Recruit and hire additional instructional support staff that are designed to support the educational program. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve academic performance.
- **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 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.
- **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.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve 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 2023 Dashboard and determined that the State DASS school average was 54.2% and San Diego County DASS school average was 49.3%.

For the 2024-25 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 2024 to April 2025, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

<p>Students</p>	<p>The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.</p> <p>Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.</p> <p>Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.</p> <p>Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:
These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 908 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AS South Bay provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering AS South Bay are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, AS South Bay is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">93% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		93% of teachers as of October 2023		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
93% of teachers as of October 2023																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Total teaching FTE</td> <td>10.03</td> </tr> <tr> <td>Clear</td> <td>16.5%</td> </tr> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	10.03	Clear	16.5%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed baseline results	N/A												
2021-22 Results																								
Total teaching FTE	10.03																							
Clear	16.5%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Schoolwide</td> <td>94.4%</td> </tr> <tr> <td>Hispanic</td> <td>93.3%</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>84.2%</td> </tr> <tr> <td>SED</td> <td>95.4%</td> </tr> <tr> <td>SWD</td> <td>100%</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	94.4%	Hispanic	93.3%	White	*	African American	*	2+ Races	*	EL	84.2%	SED	95.4%	SWD	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 68.8%</p> <p>San Diego County: 73.4%</p>	N/A
2022-23 Results																								
Schoolwide	94.4%																							
Hispanic	93.3%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	84.2%																							
SED	95.4%																							
SWD	100%																							

M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>65.1%</td> </tr> <tr> <td>Hispanic</td> <td>62.6%</td> </tr> <tr> <td>White</td> <td>69.2%</td> </tr> <tr> <td>African American</td> <td>*</td> </tr> <tr> <td>2+ Races</td> <td>*</td> </tr> <tr> <td>EL</td> <td>52.2%</td> </tr> <tr> <td>SED</td> <td>64.5%</td> </tr> <tr> <td>SWD</td> <td>60.5%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	65.1%	Hispanic	62.6%	White	69.2%	African American	*	2+ Races	*	EL	52.2%	SED	64.5%	SWD	60.5%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>San Diego County: 49.3%</p>	N/A Page 913 of 3166
2022-23 Results																								
Schoolwide	65.1%																							
Hispanic	62.6%																							
White	69.2%																							
African American	*																							
2+ Races	*																							
EL	52.2%																							
SED	64.5%																							
SWD	60.5%																							
M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> </tr> <tr> <td>White</td> <td>*</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> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Chronic Absenteeism Rate as of April 2024</p>	2023-24 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	*	2+ Races	0%	EL	0%	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>San Diego County: 22.2%</p>	N/A
2023-24 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	*																							
African American	*																							
2+ Races	0%																							
EL	0%																							
SED	0%																							
SWD	0%																							

M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-9.5</td> </tr> <tr> <td>Hispanic</td> <td>-17.2</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>-45.7</td> </tr> <tr> <td>SED</td> <td>-13</td> </tr> <tr> <td>SWD</td> <td>-76.4</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-9.5	Hispanic	-17.2	White	*	African American	*	2+ Races	*	EL	-45.7	SED	-13	SWD	-76.4	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 San Diego County: -135.9	N/A Page 914 of 3166
2022-23 Results																								
Schoolwide	-9.5																							
Hispanic	-17.2																							
White	*																							
African American	*																							
2+ Races	*																							
EL	-45.7																							
SED	-13																							
SWD	-76.4																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-115.7</td> </tr> <tr> <td>Hispanic</td> <td>-117.8</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>-130.8</td> </tr> <tr> <td>SED</td> <td>-114.2</td> </tr> <tr> <td>SWD</td> <td>-169.5</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-115.7	Hispanic	-117.8	White	*	African American	*	2+ Races	*	EL	-130.8	SED	-114.2	SWD	-169.5	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 San Diego County: -185.2	N/A
2022-23 Results																								
Schoolwide	-115.7																							
Hispanic	-117.8																							
White	*																							
African American	*																							
2+ Races	*																							
EL	-130.8																							
SED	-114.2																							
SWD	-169.5																							
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>69.56%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	69.56%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% San Diego County: 33.3%	N/A														
2022-23 Results																								
ELA	69.56%																							

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>19.57%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Mathematics	19.57%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 3.8%</p> <p>San Diego County: 3.8%</p>	N/A Page 915 of 3166
2022-23 Results										
Mathematics	19.57%									
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>47.8%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	47.8%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 32.5%</p> <p>San Diego County: 37%</p>	N/A
2022-23 Results										
English Learners	47.8%									
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>16%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		School Reclassification Rate	16%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A
2022-23 Results										
School Reclassification Rate	16%									

M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>68%</td> </tr> <tr> <td>Hispanic</td> <td>67%</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>60%</td> </tr> <tr> <td>SED</td> <td>68%</td> </tr> <tr> <td>SWD</td> <td>60%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	68%	Hispanic	67%	White	*	African American	*	2+ Races	*	EL	60%	SED	68%	SWD	60%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 916 of 3166
2022-23 Results																								
Schoolwide	68%																							
Hispanic	67%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	60%																							
SED	68%																							
SWD	60%																							
M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>73%</td> </tr> <tr> <td>Hispanic</td> <td>71%</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>67%</td> </tr> <tr> <td>SED</td> <td>74%</td> </tr> <tr> <td>SWD</td> <td>80%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	73%	Hispanic	71%	White	*	African American	*	2+ Races	*	EL	67%	SED	74%	SWD	80%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
2022-23 Results																								
Schoolwide	73%																							
Hispanic	71%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	67%																							
SED	74%																							
SWD	80%																							

M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>73%</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>73%</td> </tr> <tr> <td>SED</td> <td>71%</td> </tr> <tr> <td>SWD</td> <td>76%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	73%	Hispanic	75%	White	*	African American	*	2+ Races	*	EL	73%	SED	71%	SWD	76%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 917 of 3166
2022-23 Results																								
Schoolwide	73%																							
Hispanic	75%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	73%																							
SED	71%																							
SWD	76%																							
M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>22.39%</td> </tr> <tr> <td>Hispanic</td> <td>20.35%</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>20.69%</td> </tr> <tr> <td>SWD</td> <td>11.54%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Schoolwide	22.39%	Hispanic	20.35%	White	*	African American	*	2+ Races	*	EL	*	SED	20.69%	SWD	11.54%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the Statewide or County DASS school average: Statewide: Not available San Diego County: 13.6%	N/A
2022-23 Results																								
Schoolwide	22.39%																							
Hispanic	20.35%																							
White	*																							
African American	*																							
2+ Races	*																							
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SED	20.69%																							
SWD	11.54%																							

M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>94.5%</td> </tr> <tr> <td>Hispanic</td> <td>94.1%</td> </tr> <tr> <td>White</td> <td>98.4%</td> </tr> <tr> <td>African American</td> <td>95.6%</td> </tr> <tr> <td>EL</td> <td>94.3%</td> </tr> <tr> <td>SED</td> <td>94.2%</td> </tr> <tr> <td>SWD</td> <td>94.1%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>90.1%</td> </tr> <tr> <td>Cadet Corps</td> <td>97.8%</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of April 2024</p>	2023-24 Results		Schoolwide	94.5%	Hispanic	94.1%	White	98.4%	African American	95.6%	EL	94.3%	SED	94.2%	SWD	94.1%	Foster Youth	*	Homeless	90.1%	Cadet Corps	97.8%	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A Page 918 of 3166
2023-24 Results																														
Schoolwide	94.5%																													
Hispanic	94.1%																													
White	98.4%																													
African American	95.6%																													
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SED	94.2%																													
SWD	94.1%																													
Foster Youth	*																													
Homeless	90.1%																													
Cadet Corps	97.8%																													
Pregnant/Parent	*																													
M1.17	Middle School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Middle School</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Middle School Dropout Rate as of April 2024</p>	2023-24 Results		Middle School	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
Middle School	0%																													
M1.18	High School Dropout Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>High School</td> <td>0.6%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: High School Dropout Rate as of April 2024</p>	2023-24 Results		High School	0.6%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A																				
2023-24 Results																														
High School	0.6%																													

M1.19	Student Confidence Survey	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
		Schoolwide	92%				
		Data Source: Locally Reported					
		Note: Student Confidence Survey Results as of February 2024					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.</p> <p>d) 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>	\$9,928	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$239,304	Yes Page 922 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$1,323,330	No Page 924 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$761,218	Yes Page 926 of 3166
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$1,051,652	No Page 927 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	<ul style="list-style-type: none"> 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems. c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks. d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success. 	\$11,528	No Page 928 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$273,886	Yes Page 929 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

AS South Bay is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Dual Enrollment</td> <td>40</td> </tr> <tr> <td>Articulated Credit</td> <td>13</td> </tr> <tr> <td>Total early college credit</td> <td>53</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	40	Articulated Credit	13	Total early college credit	53	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 53 early college courses	N/A
2022-23 Results														
Dual Enrollment	40													
Articulated Credit	13													
Total early college credit	53													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>11 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of December 2023</p>	2023-24 Results		Number of AP Courses Assigned	11 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 11 AP courses	N/A Page 933 of 3166																				
2023-24 Results																														
Number of AP Courses Assigned	11 courses																													
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td><td></td></tr> <tr><td>Design, Visual & Media Arts</td><td></td></tr> <tr><td>Environmental Resources</td><td></td></tr> <tr><td>Hospitality, Tourism & Recreation</td><td></td></tr> <tr><td>Software & Systems Development</td><td></td></tr> <tr><td>Public Safety</td><td></td></tr> <tr><td>Patient Care</td><td></td></tr> <tr><td>Business Management</td><td></td></tr> <tr><td>Animal Science</td><td></td></tr> <tr><td>Retail Sales and Marketing</td><td></td></tr> <tr><td>Teacher Education</td><td></td></tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Child Development		Design, Visual & Media Arts		Environmental Resources		Hospitality, Tourism & Recreation		Software & Systems Development		Public Safety		Patient Care		Business Management		Animal Science		Retail Sales and Marketing		Teacher Education		Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																														
Child Development																														
Design, Visual & Media Arts																														
Environmental Resources																														
Hospitality, Tourism & Recreation																														
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Business Management																														
Animal Science																														
Retail Sales and Marketing																														
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M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A																				
2023-24 Results																														
Core Courses Aligned to CCSS	100%																													
M2.8	100% of Science Courses will be aligned to NGSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NGSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NGSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A																				
2023-24 Results																														
Science Courses Aligned to NGSS	100%																													

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 934 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <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>0%</td> </tr> <tr> <td>SED</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	0%	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	0%																							
SED	0%																							
SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>10.3%</td> </tr> <tr> <td>Hispanic</td> <td>10.6%</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>8.7%</td> </tr> <tr> <td>SED</td> <td>9.9%</td> </tr> <tr> <td>SWD</td> <td>7.9%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		Schoolwide	10.3%	Hispanic	10.6%	White	0%	African American	*	2+ Races	*	EL	8.7%	SED	9.9%	SWD	7.9%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 935 of 3166
2022-23 Results																								
Schoolwide	10.3%																							
Hispanic	10.6%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	8.7%																							
SED	9.9%																							
SWD	7.9%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <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>0%</td> </tr> <tr> <td>SED</td> <td>0%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	0%	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	0%																							
SED	0%																							
SWD	0%																							
M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0.7%</td> </tr> <tr> <td>Hispanic</td> <td>0.7%</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>0%</td> </tr> <tr> <td>SED</td> <td>0.7%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		Schoolwide	0.7%	Hispanic	0.7%	White	0%	African American	*	2+ Races	*	EL	0%	SED	0.7%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0.7%																							
Hispanic	0.7%																							
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African American	*																							
2+ Races	*																							
EL	0%																							
SED	0.7%																							
SWD	0%																							

M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A Page 936 of 3166
		WEE Program remains compliant and available to all students for the 2023-24 school year				
		Data Source: Locally Reported				

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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. 	\$310,170	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<ul style="list-style-type: none"> 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) 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), Gifted and Talented Education, and the Early College Credit Program. f) 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. 	\$238,907	Yes Page 939 of 3166
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$213,680	No Page 940 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 944 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of staff as of April 2024</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of staff as of April 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of staff as of April 2024								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>98% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	98% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
98% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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) Learning Leads 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. 	\$48,666	No Page 948 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

<p>2</p>	<p>Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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>\$14,067</p>	<p>Yes</p>
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	\$15,234	Yes <small>Page 951 of 3166</small>
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspension Results as of May 2024</p>	2023-24 Results		Suspension Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	0%									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$84,628	No <small>Page 957 of 3166</small>
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$57,202	No Page 958 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$114,106	Yes
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
 Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <th data-bbox="527 131 808 167">2023-24 Results</th> </tr> <tr> <td data-bbox="527 167 808 215">100% of school facilities</td> </tr> </table> <p data-bbox="527 215 808 264">Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <th data-bbox="527 407 808 443">2023-24 Results</th> </tr> <tr> <td data-bbox="527 443 808 524">The following parental participation opportunities were provided:</td> </tr> <tr> <td data-bbox="527 524 808 979"> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p data-bbox="527 979 808 1027">Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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 style="text-align: center;">2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 962 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p style="text-align: center;">2023-24 Results</p> <p>25 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 25 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	12 Family Learning Series were provided	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 963 of 3166
2023-24 Results								
12 Family Learning Series were provided								
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>99% of parents and family members</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	99% of parents and family members	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results								
99% of parents and family members								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$761,408	No Page 967 of 3166
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		<p>and communication.</p> <p>k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.</p> <p>m) 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>n) 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>		
<p>2</p>	<p>Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth</p>	<p>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.</p> <p>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</p> <p>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.</p> <p>d) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</p> <p>e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</p>	<p>\$18,855</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,053,256	\$70,581

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
21.668%	0%	\$0	21.668%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior. b) Increase academic progress and credit completion rates for required graduation coursework. c) Improve daily study habits and academic proficiency in core subjects. d) Build healthy learning habits, content knowledge, and prepare for college/career pathways. e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior. f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identity/experiences, and implement programs that promote diversity/inclusion. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity. b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences. c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19) b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4) d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14) e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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- c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.
- d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.
- e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

(M5.6) [Page 980 of 3166](#)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>Page 985 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

<p>Goal 1, Action 7</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP). b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups. c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress. d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement. e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness. b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success. c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student
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critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none">a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs.b) Provide specialized support and case management services to Foster Youth.c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges.d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services.	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none">a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students.b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system.c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment.	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none">a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6)c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6)d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY. b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers. c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success. d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress. e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes. b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth. c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7) b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16) c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7) e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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.

AS South Bay 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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	56:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	19:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 4,860,883	\$ 1,053,256	21.668%	0.000%	21.668%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,391,568	\$ 800,298	\$ -	\$ 352,903	\$ 5,544,770.00	\$ 4,117,239	\$ 1,427,531

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-wide	All	All	Ongoing	\$ -	\$ 6,928	\$ -	\$ -	\$ -	\$ 6,928	\$ 6,928	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 239,304	\$ -	\$ 226,450	\$ 12,854	\$ -	\$ -	\$ 239,304	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 1,283,830	\$ 39,500	\$ 1,219,984	\$ 61,890	\$ -	\$ 41,456	\$ 1,323,330	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 642,828	\$ 118,390	\$ 605,654	\$ -	\$ -	\$ 155,564	\$ 761,218	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 641,536	\$ 410,116	\$ 565,371	\$ 391,473	\$ -	\$ 94,808	\$ 1,051,652	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 11,528	\$ -	\$ 8,912	\$ -	\$ -	\$ 2,615	\$ 11,528	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 273,886	\$ (0)	\$ 253,187	\$ 12,854	\$ -	\$ 7,846	\$ 273,886	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 196,285	\$ 113,885	\$ 284,763	\$ 25,407	\$ -	\$ -	\$ 310,170	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 220,571	\$ 18,336	\$ 201,406	\$ 23,072	\$ -	\$ 14,429	\$ 238,907	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-wide	All	All	Ongoing	\$ 199,031	\$ 14,649	\$ -	\$ 213,680	\$ -	\$ -	\$ 213,680	0.000%
3	1	Professional Learning Focused on Improving Academic Performance for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 48,666	\$ (0)	\$ 45,161	\$ 3,506	\$ -	\$ -	\$ 48,666	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 14,067	\$ -	\$ 6,587	\$ -	\$ -	\$ 7,480	\$ 14,067	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 15,234	\$ -	\$ 792	\$ -	\$ -	\$ 14,443	\$ 15,234	0.000%
4	1	Safe and Supportive School Environment for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 64,441	\$ 20,187	\$ 82,373	\$ 1,753	\$ -	\$ 502	\$ 84,628	0.000%
4	2	Social, Emotional, and Behavioral Support Systems for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 57,202	\$ -	\$ 48,033	\$ 2,337	\$ -	\$ 6,832	\$ 57,202	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low Income & Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	Ongoing	\$ 100,571	\$ 13,535	\$ 114,106	\$ -	\$ -	\$ -	\$ 114,106	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-wide	All	All	Ongoing	\$ 89,403	\$ 672,005	\$ 709,936	\$ 51,472	\$ -	\$ -	\$ 761,408	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 18,855	\$ -	\$ 18,855	\$ -	\$ -	\$ -	\$ 18,855	0.000%

2024-25 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
\$4,860,883	\$ 1,053,256	21.668%	0.000%	21.668%	\$ 1,427,036	0.000%	29.358%	Total:	\$ 1,427,036
								LEA-wide Total:	\$ 807,851
								Limited Total:	\$ 619,184
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 226,450	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 605,654	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners	All	\$ 253,187	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	Yes	LEA-wide	English Learners and Low-Income	All	\$ 201,406	0.000%
3	2	Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 6,587	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	Yes	LEA-wide	English Learners, Low-Income & Foster Youth	All	\$ 792	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Foster Youth and Low-Income	All	\$ 114,106	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 18,855	0.000%

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%	Total:	\$ 1,138,986
								LEA-wide Total:	\$ 580,029
								Limited Total:	\$ 558,957
								Schoolwide Total:	\$ -

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%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,285,055.88	\$ 5,259,189.28

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	\$ 6,479	\$ 6,415
1	2	Evaluate and Support English Language Proficiency for English Learners	Yes	\$ 204,200	\$ 214,605
1	3	Academic Instruction and Support for All Students	No	\$ 1,078,249	\$ 1,171,637
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 760,880	\$ 676,358
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 1,069,760	\$ 1,003,484
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 36,672	\$ 33,236
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 325,064	\$ 314,426
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 269,075	\$ 279,631
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 229,310	\$ 224,981
2	3	College/Career Pathways for All Students	No	\$ 224,467	\$ 256,973
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 46,090	\$ 43,045
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 27,919	\$ 28,937
4	1	Safe and Supportive Schools for All Students	No	\$ 83,928	\$ 85,363
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 52,999	\$ 54,261
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 111,656	\$ 115,089
5	1	Engagement Opportunities for All Students	No	\$ 737,419	\$ 729,054
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 20,888	\$ 21,695

2023-24 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)
\$ 1,019,935	\$ 1,138,986	\$ 1,214,466	\$ (75,480)	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 and Support English Language Proficiency for English Learners	Yes	\$ 161,743	\$ 203,657.56	0.00%	0.00%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 446,597	\$ 403,138.89	0.00%	0.00%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 274,312	\$ 288,498.31	0.00%	0.00%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 133,432	\$ 182,016.49	0.00%	0.00%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 7,708	\$ 12,902.77	0.00%	0.00%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 94,326	\$ 102,556.63	0.00%	0.00%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 20,868	\$ 21,695.21	0.00%	0.00%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 1006 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 1012 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 1015 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. [Page 1017 of 3166](#)

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. [Page 1022 of 3166](#)

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. [Page 1028 of 3166](#)

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Altus Schools South Bay** (ASSB) 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 at **Altus Schools South Bay** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Altus Schools South Bay'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Altus Schools South Bay'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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Altus Schools South Bay'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:¹

- 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.

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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 97.6% of parents report being able to provide input and feedback to the school through multiple ways. 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. 98.8% 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 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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.

ASSB 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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 175 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Altus Schools South Bay (ASSB) administers both an Annual LCAP Educational Partner Engagement

Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP 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 the school's LCAP. To monitor the success of ASSB'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 2023-2024, ASSB exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYS survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. ASSB's response rate on the CHYS at each grade level was Grade 7 (21%), Grade 9 (16%), and Grade 11 (29%) for CHYS Core and Grade 7 (14%), Grade 9 (12%), and Grade 11 (22%) for CHYS Behavioral Health.

2. **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 100% of students reported that they felt safe at ASSB and 100% of parents reported that they feel their child is safe at the school. 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 2023-2024 ASSB's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Due to small school size, this means ASSB didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group. Key learnings included that 13% of 11th graders reported social emotional distress and 0% of 11th graders reported having considered attempting suicide in the past 12 months. 18% of students in 11th reported having every used alcohol or drugs in their lifetime. 0% of 11th reported using vape products in the past 30 days. 18% of 9th and 0% of 11th graders reported 3 or more monthly absences in the past 30 days. 55% of students in 9th and 21% in 11th reported bedtime of 12am or later, and 64% of students in 9th and 21% in 11th reported eating breakfast today. In the past 12 months 9% of 11th grade students reported wanting to receive mental health services, 27% reported receiving mental health services. Most students (70% in 9th and 83% in 11th) reported having caring adult relationships at school and that the school promotes parental involvement (63% of 9th and 77% of 11th). 100% in 9th and 11th report that teachers at the school treat students fairly. 78% of 11^h graders reported overall life satisfaction.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

ASSB has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an

Annual LCAP Stakeholder Engagement Survey to aid in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs ASSB has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at ASSB.

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 2023-2024 **Altus Schools South Bay** served 402 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 24.9%
- Percentage of English Learners: 24.1%
- Percentage of Socioeconomically Disadvantaged: 75.1%
- Percentage of Homeless and Foster Youth (FY): 7.5%

Altus Schools South Bay 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.

Altus Schools South Bay 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.**

Altus Schools South Bay'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 **Altus Schools South Bay** 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 **Altus Schools South Bay** 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.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

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*Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter
Altus Schools East County ▪ Altus Schools South Bay ▪ Mirus Secondary*

June 14, 2024

MIRUS SECONDARY SCHOOL NOTICE OF PUBLIC HEARING

The Altus Schools Southern California Board of Directors
Hereby Gives Notice That A Public Hearing Will Be Held As Follows:

TOPICS OF HEARING:

2024-2025 Local Control Accountability Plan (LCAP)

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

HEARING DATE: Wednesday, June 26, 2024

TIME: *8:35 a.m., or soon thereafter as such item may be heard

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

* The public, open session of the Altus Schools Southern California Board Meeting will begin at 8:30 a.m.

Certification of Posting

I, Angela Neri, hereby certify that I posted this Public Hearing Notice at all Altus Schools South Bay Resource Centers and Offices, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary School Respective Webpages on June 14, 2024.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mirus Secondary School

CDS Code: 36750440114389

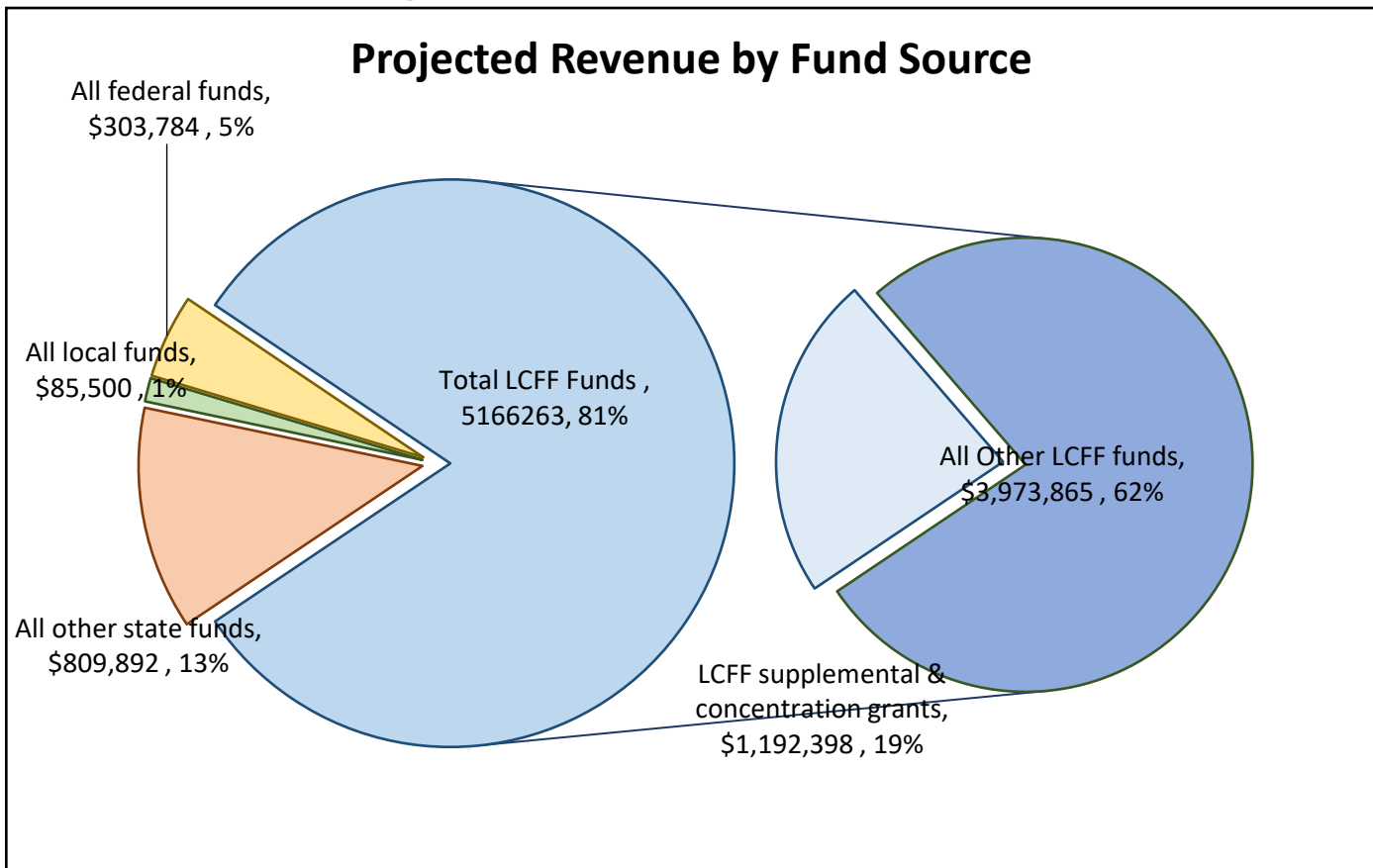
School Year: 2024-25

LEA contact information: Alex Carrillo, Ph: (760) 947-7135, Email: 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 2024-25 School Year

Projected Revenue by Fund Source

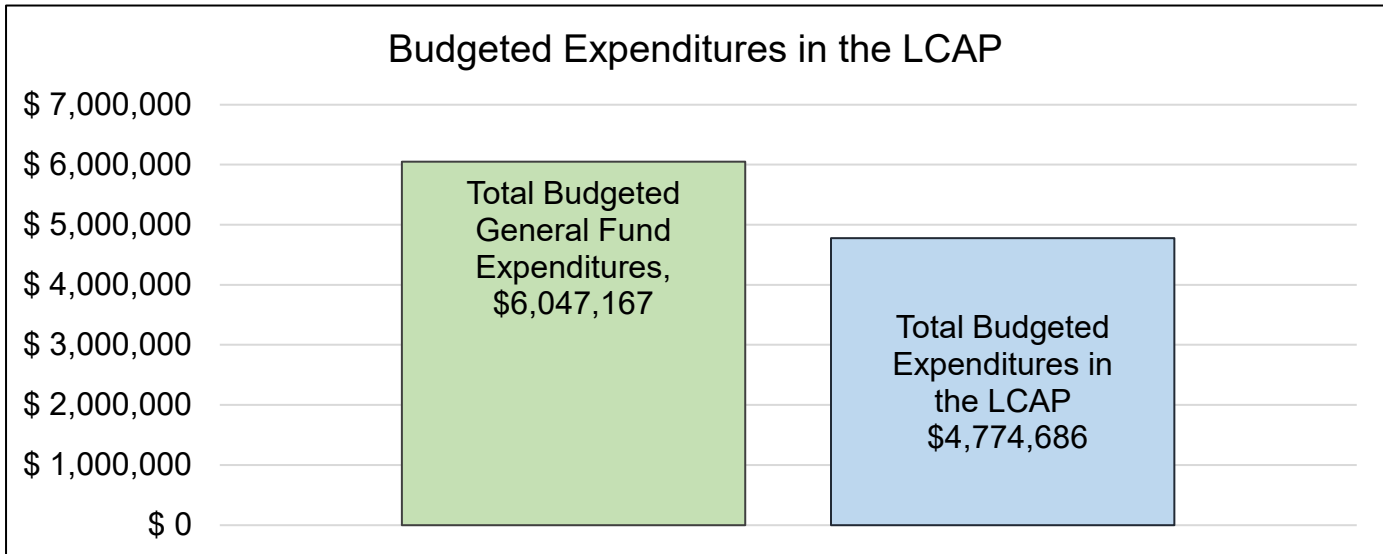


This chart shows the total general purpose revenue Mirus Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mirus Secondary School is \$6,365,439.00, of which \$5,166,263.00 is Local Control Funding Formula (LCFF), \$809,892.00 is other state funds, \$85,500.00 is local funds, and \$303,784.00 is federal funds. Of the \$5,166,263.00 in LCFF Funds, \$1,192,398.00 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

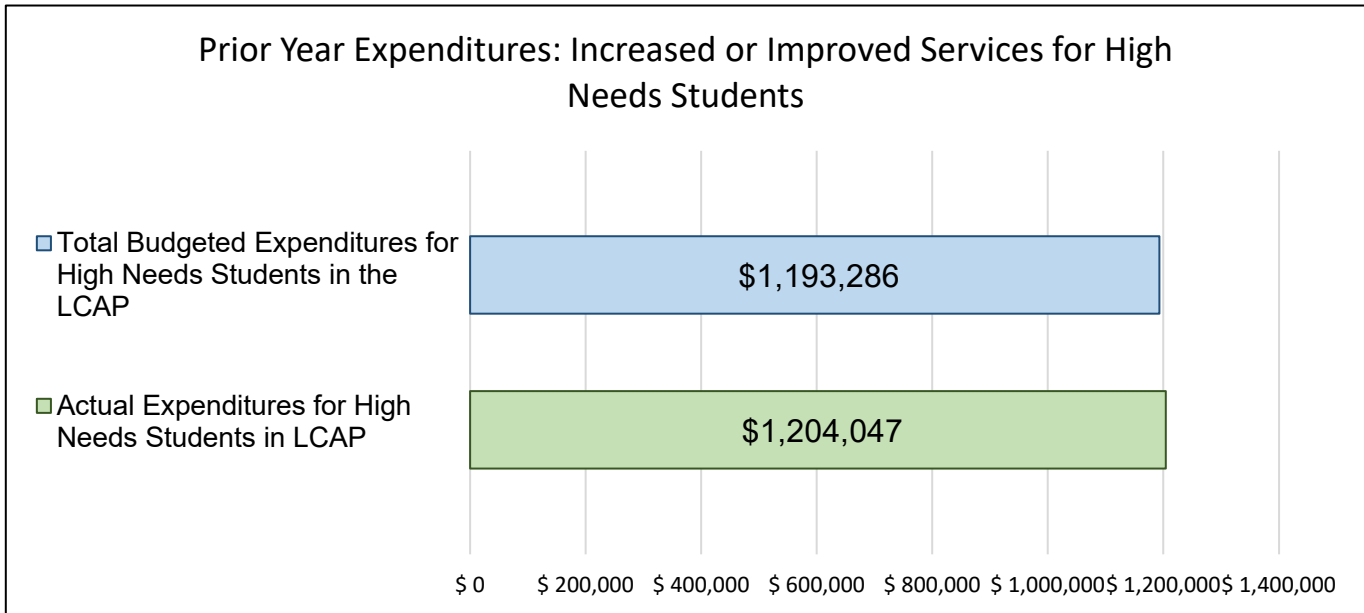
The text description of the above chart is as follows: Mirus Secondary School plans to spend \$6,047,167.00 for the 2024-25 school year. Of that amount, \$4,774,686.00 is tied to actions/services in the LCAP and \$1,272,481.00 is not included in the LCAP. The budgeted expenditures that are not included 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 2024-25 School Year

In 2024-25, Mirus Secondary School is projecting it will receive \$1,192,398.00 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 \$1,251,206.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Mirus Secondary School's LCAP budgeted \$1,193,286.00 for planned actions to increase or improve services for high needs students. Mirus Secondary School actually spent \$1,204,047.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mirus Secondary School	Alex Carrillo Learning Lead	acarrillo@altusschools.net (760) 947-7135

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																																																																																
<p>Basic</p> <p>Teachers appropriately assigned and credentialed</p>	<p>2020-21 Source: Local Reporting</p> <table border="1"> <tr> <td>100% of teachers</td> </tr> </table>	100% of teachers	<p>2021-22: Results</p> <table border="1"> <tr> <td>100% of teachers as of April 2022</td> </tr> </table>	100% of teachers as of April 2022	<p>2022-23 Results</p> <table border="1"> <tr> <td>90% of teachers as of October 2022</td> </tr> </table>	90% of teachers as of October 2022	<p>2023-24 Results</p> <table border="1"> <tr> <td>100% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	100% of teachers as of October 2023	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>At least 90% of teachers are fully credentialed and appropriately assigned</td> </tr> </table>	At least 90% of teachers are fully credentialed and appropriately assigned																																																																											
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<p>Pupil Achievement</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>2020-21 Source: CA School Dashboard</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	*	<p>2021-22: Results</p> <table border="1"> <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> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	94.7%	Hispanic	92.7%	White	97.4%	African American	*	2+ Races	90.9%	EL	*	SED	90.9%	SWD	80%	<p>2022-23 Results</p> <table border="1"> <tr> <td>Schoolwide</td> <td>92.9%</td> </tr> <tr> <td>Hispanic</td> <td>93.3%</td> </tr> <tr> <td>White</td> <td>85.7%</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>91.1%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	Schoolwide	92.9%	Hispanic	93.3%	White	85.7%	African American	*	2+ Races	*	EL	*	SED	91.1%	SWD	*	<p>2023-24 Results</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>Data Source: CA School Dashboard (Additional Reports)</p> <p>Note: 2024 School Dashboard results will be available in Fall 2024</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>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Schoolwide</td> <td>>80%</td> </tr> <tr> <td>Hispanic</td> <td>>80%</td> </tr> <tr> <td>White</td> <td>>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>>80%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table>	Schoolwide	>80%	Hispanic	>80%	White	>80%	African American	*	2+ Races	*	EL	*	SED	>80%	SWD	*
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SED	Not available																																																																																				
SWD	Not available																																																																																				
Schoolwide	>80%																																																																																				
Hispanic	>80%																																																																																				
White	>80%																																																																																				
African American	*																																																																																				
2+ Races	*																																																																																				
EL	*																																																																																				
SED	>80%																																																																																				
SWD	*																																																																																				

Pupil Achievement

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

Note: Only the DASS One-Year Grad Rate was available for the 2020-21 school year

2021-22 Results	
Schoolwide	57%
Hispanic	52.4%
White	61.8%
African American	*
2+ Races	61.5%
EL	38.5%
SED	54.4%
SWD	52.6%

Data Source: CA School Dashboard

2021-22 Results	
State DASS Average	57.3%
San Bernardino County DASS Average	62%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	41.9%
Hispanic	40.4%
White	39.1%
African American	*
2+ Races	*
EL	*
SED	40%
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	54.23%
San Bernardino County DASS Average	59.7%

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard (Additional Reports)

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>80%
Hispanic	>80%
White	>80%
African American	>80%
2+ Races	>80%
EL	>80%
SED	>80%
SWD	>80%

Pupil Engagement

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

2020-21 Source: CA School Dashboard	
Schoolwide	8.3%
Hispanic	8.8%
White	*
African American	*
2+ Races	*
EL	*
SED	8.1%
SWD	*

2021-22: Results	
Schoolwide	17.4%
Hispanic	18.2%
White	*
African American	*
2+ Races	*
EL	*
SED	24.2%
SWD	25%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	55.9%
San Bernardino County DASS Average	47.5%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	11.9%
Hispanic	14.7%
White	*
African American	*
2+ Races	*
EL	*
SED	6.5%
SWD	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of April 2023

2022-23 Results	
State DASS Average	47.1%
San Bernardino County DASS Average	52.5%

Data Source: Locally Reported

Note: 2023 School Dashboard results will be available in Fall 2023

2023-24 Results	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Chronic Absenteeism Rate as of April 2024

2023-24 Results	
State DASS Average	Not available
San Bernardino County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	<10%
Hispanic	<10%
White	*
African American	*
2+ Races	*
EL	*
SED	<10%
SWD	*

Pupil Achievement

Smarter Balanced ELA 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

2018-19 Source: CA School Dashboard	
Schoolwide	-27.2
Hispanic	-24.7
White	*
African American	*
2+ Races	*
EL	*
SED	-45.8
SWD	*

2021-22: Results	
Schoolwide	-53.9
Hispanic	-47.1
White	-114.8
African American	*
2+ Races	*
EL	*
SED	-61
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-114.7
San Bernardino County DASS Average	-93.7

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-25
Hispanic	-28
White	-53.9
African American	*
2+ Races	*
EL	*
SED	-32.1
SWD	-35.2

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-118.2
San Bernardino County DASS Average	-94.5

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Bernardino County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-18.2
Hispanic	>-15.7
White	*
African American	*
2+ Races	*
EL	*
SED	>-36.8
SWD	*

Pupil Achievement

Smarter Balanced Mathematics

Summative Assessments:

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

2018-19 Source: CA School Dashboard	
Schoolwide	-133.2
Hispanic	-133.6
White	*
African American	*
2+ Races	*
EL	*
SED	-156.8
SWD	*

2021-22: Results	
Schoolwide	-122.6
Hispanic	-115.4
White	-174.2
African American	*
2+ Races	*
EL	*
SED	-147.2
SWD	*

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2021-22 Results	
State DASS Average	-164.6
San Bernardino County DASS Average	-170.4

Data Source: Locally Reported

2022-23 Results	
Schoolwide	-135.9
Hispanic	-128.3
White	-165.8
African American	*
2+ Races	*
EL	*
SED	-136.6
SWD	-129.3

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
State DASS Average	-192.8
San Bernardino County DASS Average	-172.7

Data Source: Locally Reported

2023-24 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

Data Source: CA School Dashboard

2023-24 Results	
State DASS Average	Not available
San Bernardino County DASS Average	Not available

Data Source: Locally Reported

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>-124.2
Hispanic	>-124.6
White	*
African American	*
2+ Races	*
EL	*
SED	>-147.8
SWD	*

Pupil Achievement
 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)

2018-19 Source: DataQuest	
ELA	68.75%
Mathematics	18.76%

2021-22: Results	
ELA	41.67%
Mathematics	10.87%

Data Source: DataQuest CAASPP Results

2022-23 Results	
ELA	42.55%
Mathematics	8.89%

Data Source: DataQuest CAASPP Results

2023-24 Results	
ELA	Not available
Mathematics	Not available

Data Source: DataQuest CAASPP Results
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
ELA	>68.75%
Mathematics	>18.76%

Pupil Achievement
English Learner Progress Indicator:
 More than 45% of English Learners are making progress towards English Language proficiency

2018-19 Source: CA School Dashboard	
English Learners	60.7%

2021-22: Results	
English Learners	37.5%

Data Source: CA School Dashboard

2022-23 Results	
English Learners	41.7%

Data Source: CA School Dashboard

2023-24 Results	
English Learners	Not available

Data Source: CA School Dashboard
Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
English Learners	>45%

Pupil Achievement
English Learner Reclassification Rate:
 Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total

2019-20 Source: DataQuest	
Mirus Total	26.7%
San Bernardino County Total	13.8%
State Total	13.8%

2021-22: Results	
Mirus Reclassification Rate	Not available

Data Source: DataQuest
Note: Annual Reclassification (RFEP) Counts and Rates are unavailable in DataQuest as of May 2023

2022-23 Results	
School Reclassification Rate	19%

Data Source: Locally Reported

2023-24 Results	
School Reclassification Rate	Not available

Data Source: Locally Reported
Note: Annual Reclassification (RFEP) Counts and Rates should be available in Fall 2024

Desired Outcome for 2023-24	
Mirus Reclassification Rate	>13.8%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Reading growth target

2020-21 Source: Local Reporting	
Schoolwide	65%
Hispanic	65%
White	*
African American	*
2+ Races	N/A
EL	46%
SED	65%
SWD	65%

2021-22: Results	
Schoolwide	63%
Hispanic	68%
White	50%
African American	*
2+ Races	*
EL	82%
SED	63%
SWD	64%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	67%
Hispanic	63%
White	90%
African American	*
2+ Races	*
EL	*
SED	64%
SWD	69%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Language growth target

2020-21 Source: Local Reporting	
Schoolwide	68%
Hispanic	76%
White	*
African American	*
2+ Races	N/A
EL	80%
SED	63%
SWD	73%

2021-22: Results	
Schoolwide	66%
Hispanic	65%
White	65%
African American	*
2+ Races	*
EL	*
SED	70%
SWD	70%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	64%
Hispanic	69%
White	55%
African American	*
2+ Races	*
EL	*
SED	66%
SWD	74%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

Measures of Academic Progress by NWEA:

More than 60% of All Students and Student Groups will meet their annual Mathematics growth target

2020-21 Source: Local Reporting	
Schoolwide	61%
Hispanic	67%
White	*
African American	*
2+ Races	N/A
EL	45%
SED	59%
SWD	55%

2021-22: Results	
Schoolwide	63%
Hispanic	65%
White	59%
African American	50%
2+ Races	*
EL	*
SED	64%
SWD	64%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	65%
Hispanic	64%
White	55%
African American	*
2+ Races	*
EL	*
SED	65%
SWD	70%

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: Locally Reported

Note: Student Group results will be available in Summer 2024

Desired Outcome for 2023-24	
Schoolwide	>60%
Hispanic	>60%
White	>60%
African American	>60%
2+ Races	>60%
EL	>60%
SED	>60%
SWD	>60%

Pupil Achievement

California Science Test:

Improve the annual percentage of All Students and Student Groups scoring proficient

2018-19 Source: DataQuest	
Schoolwide	17.21%
Hispanic	11.11%
White	40%
African American	*
2+ Races	*
EL	*
SED	10.17%
SWD	0%

2021-22: Results	
Schoolwide	24.21%
Hispanic	19.3%
White	21.05%
African American	*
2+ Races	*
EL	*
SED	10.42%
SWD	12.5%

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	13.75%
Hispanic	11.48%
White	25%
African American	*
2+ Races	*
EL	*
SED	15.39%
SWD	9.09%

Data Source: DataQuest CAASPP Results

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: DataQuest CAASPP Results

Note: 2024 DataQuest CAASPP results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>17.21%
Hispanic	>11.11%
White	>40%
African American	*
2+ Races	*
EL	*
SED	>10.17%
SWD	>0%

Pupil Engagement
Cumulative Student Participation/Attendance Rate:
 Exceed 84% or improve 3% from prior year for All Students and Student Groups

Note: 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: [California Department of Education Independent Study Program Summary](#))

2020-21 Source: Local Reporting	
Schoolwide	84.95
Hispanic	84.25
White	86%
African American	86.25
EL	81.3%
SED	82.5%
SWD	83.3%
Foster Youth	89.2%
Homeless	78.9%
Cadet Corps	100%
Pregnant/Parent	51%

2021-22: Results	
Schoolwide	85.2%
Hispanic	85.2%
White	84.9%
African American	84.2%
EL	83.3%
SED	83.8%
SWD	83.4%
Foster Youth	83.7%
Homeless	85.2%
Cadet Corps	98.2%
Pregnant/Parent	56.6%

Data Source: Locally Reported

2022-23 Results	
Schoolwide	85.2%
Hispanic	84.3%
White	86.1%
African American	82.3%
EL	85.8%
SED	83.6%
SWD	87.2%
Foster Youth	*
Homeless	70.8%
Cadet Corps	*
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2023

2023-24 Results	
Schoolwide	91.8%
Hispanic	91.6%
White	93.3%
African American	88.1%
EL	87%
SED	91.7%
SWD	86.5%
Foster Youth	*
Homeless	89.9%
Cadet Corps	*
Pregnant/Parent	*

Data Source: Locally Reported

* Less than 11 students – data not displayed for privacy

Note: Cumulative Attendance Rate as of April 2024

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	>60%

Pupil Engagement
Middle School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
Middle School	0.0%

2021-22: Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2022

2022-23 Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2023

2023-24 Results	
Middle School	0%

Data Source: Locally Reported

Note: Middle School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
Middle School	<5%

Pupil Engagement
High School Dropout Rate:
 Maintain a dropout rate less than 5% for All Students

2020-21 Source: CALPADS	
High School	4.7%

2021-22: Results	
High School	4.5%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2022

2022-23 Results	
High School	2.3%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2023

2023-24 Results	
High School	0.4%

Data Source: Locally Reported

Note: High School Dropout Rate as of April 2024

Desired Outcome for 2023-24	
High School	<5%

Other Pupil Outcomes

Student Confidence Survey:

More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment

2020-21 Source: Local Reporting	
Schoolwide	92% as of March 2021

2021-22: Results	
Schoolwide	93%

Note: Results as of April 2022

2022-23 Results	
Schoolwide	Unavailable

Data Source: Locally Reported

Note: Confidence Survey Results will be available in late-Spring 2023

2021-22 Results	
Schoolwide	95%

Data Source: Locally Reported

Note: Naviance Confidence Survey Results as of February 2024

Desired Outcome for 2023-24	
Schoolwide	>90%

Goal Analysis

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 aims to increase student engagement and academic achievement by developing, implementing, and adjusting a Pathways Personalized Education Plan (PPEP) for each student. There are seven actions under this goal. **A careful review of each action reveals no substantive differences to report.** Below is a summary of these actions:

- **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 for all English Learner students.
- **Action 3:** Provided a PPEP to each student. School staff used key platforms, including School Pathways and Naviance, to monitor student progress towards individual academic goals and plan for postsecondary pathways. Counselors actively participated in the school's MTSS to support students' unique needs and advised students and parents on viable graduation pathways. Teachers provided live academic instruction focused on enhancing student skills in Math and ELA.
- **Action 4:** Provided additional academic tutoring opportunities primarily for unduplicated pupils, including instructional support staff and an ongoing partnership with a non-profit tutoring organization. Counselors, Equity and Inclusion staff, and Homeless and Foster Youth Liaison provided support and coordinated services to meet the needs of special populations.
- **Action 5:** Implemented all Special Education services for qualifying students as outlined in their IEP.
- **Action 6:** Conducted systematic monitoring of student engagement and achievement using key Data Integration System platforms, including Naviance, NWEA, Illuminate, and Achieve3000. Published and updated local monitoring tools and instruments to allow timely monitoring of key performance indicators by staff.
- **Action 7:** Utilized Ellevation for English Learner monitoring and instructional planning throughout the year. Data and Assessment Department staff provided ongoing, timely Monthly Storybooks summarizing unduplicated pupils' progress and achievement on key indicators to inform staff decision-making regarding 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 1.1

Budgeted Expenditures: \$6,084

Estimated Actual Expenditures: \$4,781

Material Difference: Decrease \$1,303

Explanation: Action 1 decreased slightly by \$1,303 due to costs for assessing students' academic progress being lower than anticipated.

Action 1.3

Budgeted Expenditures: \$937,651

Estimated Actual Expenditures: \$810,428

Material Difference: Decrease \$127,223

Explanation: When the preliminary budget was developed, Mirus budgeted additional FTE for teachers to support action 1.3. Due to the budgeted FTE positions not being filled, estimated actuals decreased by \$127,223.

Action 1.4

Budgeted Expenditures: \$649,706

Estimated Actual Expenditures: \$505,753

Material Difference: Decrease \$143,953

Explanation: Mirus' Preliminary Budget included budgeted FTE positions for Certificated Teacher Resources (CTR) and Learning Associates (LA) to assist general education teachers to support students. Due to shortage in the workforce, the budgeted CTR and LA positions were not filled. Additionally, the budgeted expenditures for counseling services in action 1.4 were realigned to better support action 2.3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school is confident that **all actions** taken under Goal 1 are **effective** and contribute to successful student outcomes, which are appropriate for a school identified as DASS. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Teachers appropriately assigned and credentialed
- One-Year DASS Graduation Rate
- Chronic Absenteeism
- Smarter Balanced ELA and Math Summative Assessments
- Grade 11 SBA Results
- English Learner Progress Indicator
- English Learner Reclassification Rate
- NWEA Spring Growth: Reading, Language and Mathematics
- Student Attendance/Participation

- Middle and High School Dropout Rate
- Student Confidence

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.

In response to a Very Low Performance Status on the Combined Four- and Five-Year Graduation Rate, the school has adjusted Goal 1 Action 4 to prioritize enhancing this critical academic engagement indicator. Our commitment is to improve the Graduation Rate for all students, with a special focus on Student Groups currently performing at a Very Low level.

The school have also included a new metric for SY 2024-24: Teachers Appropriately Assigned and Credentialed. This is Metric 1.2, and it includes the Full-Time Equivalent (FTE) and Clear status as reported by DataQuest and available on the School Dashboard.

Based upon reflections and educational partner input, the following actions have been changed or added for SY 2024-25:

- Action 1d: Utilization of the California Educators Reporting System (CERS) to assess student academic progress.
- Action 2g: Implementation of Summit K12 for an enhanced Designated ELD Program.
- Action 2h: Greater emphasis on systematic and efficient usage of English Learner program data platforms.
- Action 2i: Prioritize multilingual’s native language literacy to provide equitable access to the education program.
- Action 5b: Improved collaboration between general and special education staff regarding student needs, accommodations, and modifications.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>Availability of standards aligned instructional materials to every student</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of students</p>	<p>2021-22: Results</p> <p>100% of students</p>	<p>2022-23 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of students</p>
<p>Course Access</p> <p>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</p>	<p>2020-21 Source: Local Reporting</p> <p>All students had access and were enrolled in a broad course of study</p>	<p>2021-22: Results</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>2022-23 Results</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>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</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>Course Access</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>2020-21 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2021-22: Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of pupils with exceptional needs</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of pupils with exceptional needs</p>

<p>Course Access</p> <p>Increase the annual number of students completing <u>college credit</u> courses</p>	<p>2020-21 Source: Local Reporting</p> <table border="1"> <tr> <td colspan="2">3 students earned early college credit</td> </tr> </table>	3 students earned early college credit		<p>2021-22: Results</p> <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> <p>Note: Results as of April 2022</p>	Dual Enrollment	9	Articulated Credit	4	Total early college credit	13	<p>2022-23 Results</p> <table border="1"> <tr> <td>Dual Enrollment</td> <td>6</td> </tr> <tr> <td>Articulated Credit</td> <td>10</td> </tr> <tr> <td>Total early college credit</td> <td>16</td> </tr> </table> <p>Data Source: Locally Reported</p>	Dual Enrollment	6	Articulated Credit	10	Total early college credit	16	<p>2023-24 Results</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>Data Source: Locally Reported</p> <p>Note: Early College Credit results will be available in Fall 2024</p>	Dual Enrollment	Not available	Articulated Credit	Not available	Total early college credit	Not available	<p>Desired Outcome for 2023-24</p> <table border="1"> <tr> <td>Number of students completing college credit courses</td> <td>>3 students</td> </tr> </table>	Number of students completing college credit courses	>3 students																				
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Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	4.7%
Hispanic	4.3%
White	11.15
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	3%
Hispanic	2.4%
White	5.5%
African American	*
2+ Races	0%
EL	0%
SED	1.6%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2022-23 Results	
Schoolwide	0.9%
Hispanic	1.3%
White	0%
African American	*
2+ Races	*
EL	*
SED	1%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>4.7%
Hispanic	>4.3%
White	>11.15
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

Pupil Achievement

Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU

2020-21 Source: DataQuest	
Schoolwide	5.9%
Hispanic	4.3%
White	11.1%
African American	N/A
2+ Races	*
EL	*
SED	2.1%
SWD	*

2021-22: Projected	
2021-22: Results	6.7%
Hispanic	3.6%
White	5.5%
African American	*
2+ Races	30.8%
EL	7.7%
SED	4%
SWD	0%

Data Source: CA School Dashboard

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2022-23 Results	
Schoolwide	1.7%
Hispanic	0%
White	4.3%
African American	*
2+ Races	*
EL	*
SED	1%
SWD	0%

Data Source: CA School Dashboard

* Less than 11 students – data not displayed for privacy

2023-24 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

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Desired Outcome for 2023-24	
Schoolwide	>5.9%
Hispanic	>4.3%
White	>11.1%
African American	N/A
2+ Races	*
EL	*
SED	>2.1%
SWD	*

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups completing a requirements AND at least one CTE Career Pathway

2020-21 Source: DataQuest	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	0.6%
Hispanic	1.2%
White	0%
African American	*
2+ Races	0%
EL	0%
SED	0%
SWD	0%

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

2023-24 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

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

Data Source: CA School Dashboard

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Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Pupil Achievement
 Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher

2020-21 Source: CA School Dashboard	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*

2021-22: Results	
Schoolwide	1.2%
Hispanic	0%
White	0%
African American	*
2+ Races	7.7%
EL	0%
SED	0.8%
SWD	0%

2022-23 Results	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

2023-24 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

Desired Outcome for 2023-24	
Schoolwide	>0%
Hispanic	>0%
White	>0%
African American	*
2+ Races	*
EL	*
SED	>0%
SWD	*

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* Less than 11 students – data not displayed for privacy

Data Source: CA School Dashboard

Note: 2024 School Dashboard results will be available in Fall 2024

Other Pupil Outcomes
 Maintain a compliant and accessible Work Experience Education (WEE) Program

2020-21 Source: Local Reporting
Met compliance requirements set forth by the California Department of Education

2021-22: Results
WEE Program remains compliant and available to all students for the 2021-22 school year

2022-23 Results
WEE Program remains compliant and available to all students for the 2022-23 school year

Data Source: Locally Reported

2023-24 Results
WEE Program remains compliant and available to all students for the 2023-24 school year

Data Source: Locally Reported

Desired Outcome for 2023-24
Provide a compliant WEE Program for students who want to participate in work-based learning opportunities

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 focuses on providing a comprehensive, rigorous, and accessible course of study to **all students**, preparing them for college and career pathways. There are three actions included in Goal 2. After reviewing each action, the school concluded that there are **no substantive differences** to report. Below is a summary of these actions:

- **Action 1:** The school's curriculum department, known as APAC, successfully aligned courses to State Standards, UC a-g, and NCAA requirements. APAC updated and aligned the school's online curriculum to the Smarter Balanced ELA and Mathematics Assessments Blueprint. Additionally, APAC adjusted both online and textbook curricula based on feedback from teachers and students. There was a commitment to refining curriculum and materials to be multicultural and diverse. The school continued to recruit and challenge students to take advanced curriculum offerings and offered AP Exams at school sites.
- **Action 2:** The school successfully provided all students in need of home technology with a school-issued Chromebook and 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 courses, and specialized instructional materials and coursework to rapidly build foundational skills, literacy, and 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 and career aspects, including meeting the College Career Indicator (CCI) Prepared Criteria, applying for financial aid, earning early college credit, CTE, the Early Assessment Program (EAP), AP exam registration, and work experience education. The school organized a College and Career Week, featuring guest speakers from various career fields and colleges, to increase awareness of requirements, timelines, and processes. There were eleven 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 2.3

Budgeted Expenditures: \$242,981

Estimated Actual Expenditures: \$281,017

Material Difference: Increase \$38,036

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school's Goal 2 actions provided all students with a rigorous and well-rounded course of study that **effectively** prepares them for future college and career pathways. The school successfully met, or is on track to meet, the desired outcomes for the end of the three-year LCAP cycle, as outlined below:

- Availability of standards aligned instructional materials to all students.
- Provide all students with access to a broad course of study.
- Design and implement programs and services to pupils with exceptional needs that promote successful transitions.
- Students earning early college credits.
- Availability of CTE Career Pathways to all students.
- Core courses aligned to CCSS.
- Science courses aligned to NGSS.
- ELA and Social Science courses aligned to ELD Standards.
- Core courses are UC a-g approved.
- CTE courses aligned to CTE Model Curriculum Standards.
- Compliant and accessible Work Experience Education Program.

Educational partners continue to report that Goal 2 Actions are effective in preparing students for post-high school pathways. However, the school plans to enhance LCAP Goal 2 Actions in subsequent years to increase the percentage of graduates who meet the College/Career Indicator Prepared Criteria.

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.

In response to a Low Performance Status on the College/Career Indicator (CCI), the school has revised Goal 2 Action 3 to prioritize improvement in this area. While our commitment is to enhance the CCI for all students, there is a particular emphasis on supporting the lowest-performing student groups.

All Goal 2 Metrics for SY 2024-25 will remain the same as the prior year. Each Metric's desired outcome focuses on continuous academic improvement and maintaining a culture of high expectations for a DASS program. Additionally, there is a schoolwide emphasis on creating a sense of urgency.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1a: The school's Science Department will research and adjust the Science curriculum to be aligned to the California Science Test (CAST) Blueprint and Next Generation Science Standards. This effort is in preparation for the CAST being added to the School

Dashboard and accountability system in coming years.

- Action 2a: Enhance the efficiency of the Chromebook check-out process for both staff and students by implementing a more streamlined and user-friendly system.
- Action 3c: Develop a more comprehensive College and Career Week designed to inspire and motivate students to embrace a college-going mindset or explore potential CTE pathways they may not have previously considered. This initiative will include engaging activities, guest speakers, and interactive sessions to broaden students' perspectives on their future opportunities.
- Action 3d, 3e, and 3f: All three actions are dedicated to increasing the percentage of graduates who can earn two college credits while still in high school. To achieve this, the school has established several partnerships with local community colleges, aiming to streamline the enrollment process and secure class seats for students. Additionally, these partnerships foster open lines of communication, ensuring students receive the support and guidance needed to succeed in their college courses.

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Projected</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</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>2020-21 Source: Local Reporting</p> <p>100% of teachers</p>	<p>2021-22: Projected</p> <p>100% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of teachers as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>Not Available</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of teachers</p>
<p>Implementation of State Standards</p> <p>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction</p>	<p>2020-21 Source: Local Reporting</p> <p>10 ELAD trainings as of April 2021</p>	<p>2021-22: Projected</p> <p>10 ELAD trainings as of April 2022</p>	<p>2022-23 Results</p> <p>11 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>6 ELAD trainings</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual ELAD trainings</p>

<p>Implementation of State Standards</p> <p>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment</p>	<p>2020-21 Source: Local Reporting</p> <p>78% of teachers completed LEC</p>	<p>2021-22: Projected</p> <p>89% of teachers as of April 2022</p>	<p>2022-23 Results</p> <p>100% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of teachers</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>Implementation of State Standards</p> <p>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations</p>	<p>2020-21 Source: Local Reporting</p> <p>94% of staff</p>	<p>2021-22: Projected</p> <p>97% of staff as of April 2022</p>	<p>2022-23 Results</p> <p>98% of staff as of April 2023</p> <p>Data Source: Locally Reported</p>	<p>2022-23 Results</p> <p>98% of staff as of April 2024</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of instructional staff</p>
<p>School Climate</p> <p>90% of students surveyed will report high levels of satisfaction with their overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>98% of students as of May 2021</p>	<p>2021-22: Projected</p> <p>96% of students as of April 2022</p>	<p>2022-23 Results</p> <p>96% of students</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of students</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of students</p>
<p>School Climate</p> <p>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of parents and family members as of May 2021</p>	<p>2021-22: Projected</p> <p>96% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>99% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of parents and family</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 focuses on providing instructional staff with ongoing support and professional learning to meet the unique needs of students and their families. There are two actions included in Goal 3. A thorough review of each action revealed that all strategies, except one, were implemented. For Action 2f, the school was unable to provide staff training related to Writing Redesigned for Innovative Teaching Equity (WRITE), a specialized literacy training provided by the San Diego County Office of Education (SDCOE). This WRITE training has been rescheduled for the 2024-25 school year. Below is a summary of Goal 3 Actions:

- **Action 1:** The school created a Professional Learning catalog and made it available to educational partners before the start of the school year. Throughout the year, the school provided training related to the effective implementation of State Standards, with a special emphasis on Mathematics and ELA, as both are critical areas of need. Additionally, school staff participated in various 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 implementing English Language Development (ELD). The Math Specialist offered support and training to instructional staff on meeting the unique needs of EL students, including effective use of curriculum, instructional materials, and strategies. Other specialized professional development and training 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.

There are no material differences to report for Goal 3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 Actions have significantly enhanced high-quality teaching and learning at the school for **all students**, including unduplicated pupils. Goal 3 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives**. A summary of these achievements is provided below:

- Teachers participated in at least 60 hours of annual professional learning.
- Teachers participated in at least 10 hours of annual Math professional learning.
- English Learner Achievement Department trainings focused on Assessment, Curriculum, E&I, and Instruction.
- Teachers have completed Leading Edge Certification (LEC) within three years of their initial employment.
- Staff report high levels of training relevance at Altus University sessions.

- Students report high levels of satisfaction with their educational experience.
- Parents and family members report high levels of satisfaction with their child's overall educational experience.

The school's Professional Learning System clearly meets the unique needs and requirements of its educational partners. Although school administration is pleased with the Goal 3 Metric results, there is a consensus that instructional staff require ongoing and sustained training and coaching to further improve math and ELA achievement. This continued focus will ensure that all students benefit from high-quality instruction and are well-prepared for academic success. The commitment to professional development remains a top priority to maintain and enhance teaching excellence.

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.

In response to a Very Low Performance Status on the Mathematics indicator, the school has introduced Goal 3 Action 3 to prioritize improvement in this critical area. While our dedication to enhancing Mathematics achievement extends to all students, there is a special emphasis on supporting the lowest-achieving student groups currently performing at a Very Low level.

The Goal 3 Metrics will remain unchanged for the 2024-25 school year, as educational partners believe that the current metrics comprehensively measure the effectiveness of the professional learning system.

Based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 3a: In September, we will host a Math Literacy Summit centered on data analysis, evidence-based instructional strategies, and tailored support for special populations. This summit aims to enhance teaching practices and improve Mathematics achievement across all student groups.
- Action 3b: Collaborate with a mathematical expert or organization to deliver ongoing, sustained professional learning focused on culturally responsive instructional practices. This partnership aims to equip educators with the skills and knowledge needed to effectively support diverse student populations in Mathematics.
- Action 3c: Establish a Math Study Group that convenes regularly to explore and discuss effective academic interventions and instructional strategies within an independent study framework. This collaborative group will provide a platform for educators to share best practices, analyze student progress, and develop innovative approaches to Mathematics instruction. By fostering a community of continuous learning and support, the Math Study Group aims to enhance student outcomes and promote academic excellence.
- Action 3d: Offer instructional staff training, support, and dedicated time to use the California Educators Reporting System (CERS) for analyzing individual student math achievement data. This data analysis will guide instructional planning, specifically targeting underperforming student groups.

- Action 3e: A Math Specialist will deliver professional learning and support to staff on implementing Virtual Reality (VR) in Mathematics instruction. This initiative aims to establish schoolwide protocols for integrating VR into the core curriculum, enhancing student engagement and achievement.
- Action 3f: A Math specialist will train teachers, education specialists, and CTRs on effectively using the curriculum and instructional strategies to support English Learners. This will help English Learners access grade-level content and improve their academic vocabulary.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24										
School Climate Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table>	Suspension Rate	0%	2021-22: Results <table border="1"> <tr> <td>Suspension Rate</td> <td>0.1%</td> </tr> </table> Data Source: CA School Dashboard	Suspension Rate	0.1%	2022-23 Results <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	2023-24 Results <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 2024	Suspension Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Suspension Rate</td> <td><1.5%</td> </tr> </table>	Suspension Rate	<1.5%
Suspension Rate	0%														
Suspension Rate	0.1%														
Suspension Rate	2 student suspensions														
Suspension Rate	0%														
Suspension Rate	<1.5%														
School Climate Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	2020-21 Source: DataQuest <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table>	Expulsion Rate	0%	2021-22: Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0.1%</td> </tr> </table> Data Source: Locally Reported	Expulsion Rate	0.1%	2022-23 Results <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	2023-24 Results <table border="1"> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> Data Source: Locally Reported Note: Student Expulsion Results as of May 2024	Expulsion Rate	0%	Desired Outcome for 2023-24 <table border="1"> <tr> <td>Expulsion Rate</td> <td><1%</td> </tr> </table>	Expulsion Rate	<1%
Expulsion Rate	0%														
Expulsion Rate	0.1%														
Expulsion Rate	2 student expulsions														
Expulsion Rate	0%														
Expulsion Rate	<1%														
School Climate More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>95% of students as of May 2021</td> </tr> </table>	95% of students as of May 2021	2021-22: Results <table border="1"> <tr> <td>97% of students as of April 2022</td> </tr> </table>	97% of students as of April 2022	2022-23 Results <table border="1"> <tr> <td>96% of students</td> </tr> </table> Data Source: Locally Reported	96% of students	2023-24 Results <table border="1"> <tr> <td>99% of students</td> </tr> </table> Data Source: Locally Reported	99% of students	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of students</td> </tr> </table>	>90% of students					
95% of students as of May 2021															
97% of students as of April 2022															
96% of students															
99% of students															
>90% of students															
School Climate More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	2020-21 Source: Local Reporting <table border="1"> <tr> <td>100% of parents and family members as of May 2021</td> </tr> </table>	100% of parents and family members as of May 2021	2021-22: Results <table border="1"> <tr> <td>97% of parents and family members as of April 2022</td> </tr> </table>	97% of parents and family members as of April 2022	2022-23 Results <table border="1"> <tr> <td>99% of parents and family</td> </tr> </table> Data Source: Locally Reported	99% of parents and family	2023-24 Results <table border="1"> <tr> <td>100% of parents and family</td> </tr> </table> Data Source: Locally Reported	100% of parents and family	Desired Outcome for 2023-24 <table border="1"> <tr> <td>>90% of parents and family members</td> </tr> </table>	>90% of parents and family members					
100% of parents and family members as of May 2021															
97% of parents and family members as of April 2022															
99% of parents and family															
100% of parents and family															
>90% of parents and family members															
School Climate Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	2020-21 Source: Local Reporting <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	2021-22: Results School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year	2022-23 Results School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2022-23 school year Data Source: Locally Reported	2023-24 Results School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year Data Source: Locally Reported	Desired Outcome for 2023-24 Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant									
School Safety Plan met compliance requirements set forth by local, county and state agencies															

Goal Analysis

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 dedicated to fostering a safe environment and a supportive school culture for all educational partners. Throughout the 2023-24 school year, **all three Actions under this goal were fully implemented and sustained, and there were no substantive differences to report.** These efforts have contributed to creating a more inclusive and positive atmosphere for students, staff, and the community. Below is a summary of the Actions taken under Goal 4, highlighting the key initiatives and their impact.

- **Action 1:** The Executive School Safety Committee met regularly to address potential safety concerns and ensure the effective implementation of the School Safety Plan. The school actively engaged educational partners, providing numerous opportunities for input on safety procedures and training needs. To support this, a Mental Health & Wellness Hub was established, offering quick access to information, resources, and partnerships related to bullying prevention/intervention, child human trafficking, mental health support, suicide prevention, teen dating violence, and more. School nurses played a crucial role in maintaining the physical health of the school community. Additionally, Operations and Facilities staff ensured that all school sites' systems and structures were well-prepared for emergency scenarios, significantly enhancing overall safety and readiness.
- **Action 2:** The school's Healthy Youth Therapist and Department provided comprehensive counseling services, referrals, and case management to address all students' needs. The school also actively recruited students for the Character and Leadership Development Program with Cadet Corps. Additionally, staff hosted a Wellness Week for all students, updated the school website with health and wellness information, and offered a Meal Program accessible to all students at resource centers.
- **Action 3:** These actions were specifically designed to address the unique needs of Low-Income and Foster Youth. The school's Homeless and Foster Youth Liaison facilitated identification and case management services, collaborated with community partners, and provided staff training. Specialized school staff offered live social-emotional learning opportunities (RISE) for students as part of the school's Multi-Tiered System of Supports (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 4.2

Budgeted Expenditures: \$40,388

Estimated Actual Expenditures: \$33,700

Material Difference: Decrease \$6,688

Explanation: When the preliminary budget was developed, Mirus budgeted for a Healthy Youth Therapist to provide social, emotional and behavioral support to students. Due to the budgeted positions not being filled at the beginning of the school year, estimated actuals decreased by \$6,688. Page 1092 of 3166

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Educational partners expressed high satisfaction with the Goal 4 Actions, recognizing their significant contributions to creating a safe and supportive school culture conducive to teaching and learning. Due to the successful implementation of these actions, the school was able to meet all 2023-24 Metrics. This achievement reflects the **effectiveness** of the strategies in fostering a secure and nurturing environment for the entire school community. A summary of these achievements is provided below:

- Very Low student suspension and expulsion rate.
- High levels of student and parent safety satisfaction.
- Maintain a compliant and comprehensive School Safety Plan that meets the needs of educational partners.

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.

All Goal 4 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with them. This continuity reflects confidence in the existing metrics to accurately assess and support the ongoing efforts to maintain a safe and supportive school environment.

However, based upon reflections and educational partner input, the following Actions have been adjusted for SY 2024-25:

- Action 1h: Continue to enhance the school's Mental Health & Wellness Hub to better meet the needs of educational partners by refining both its content and user interface. These improvements aim to ensure that the hub remains a valuable, accessible resource for addressing mental health and wellness concerns within the school community.
- Action 1j: Provide staff with training focused on contemporary issues impacting youth, including comprehensive Fentanyl awareness and education. This training aims to equip educators with the knowledge and skills necessary to address these critical issues, ensuring a safer and more informed school community.
- Action 3d: Integrate comprehensive content and resources specifically tailored for low-income and foster youth into the school's Mental Health and Wellness Hub. This enhancement aims to ensure that these vulnerable student groups have easy access to the support and information they need, promoting their overall well-being and success.

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. Page 1098 of 3166

Goal

Goal #	Description
Goal 5	Provide innovative, engaging and community-based resource centers to service and support students, parents and family members.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Basic</p> <p>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning</p>	<p>2020-21 Source: Local Reporting</p> <p>100% of school facilities</p>	<p>2021-22: Projected</p> <p>100% of school facilities as of April 2022</p>	<p>2022-23 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>100% of school facilities</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>100% of school facilities</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Title I Family Resource Night English Learners Advisory Committee Meetings Open House and Senior Night Events Family Learning Series School Site Council Meetings College & Career Week School Board Meetings Pathways Portfolio Panels <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students</p>

<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>Opportunities for parental participation included:</p> <ul style="list-style-type: none"> SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2021-22: Projected</p> <p>The following parental participation opportunities have been provided as of April 2022:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings 	<p>2022-23 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> Post-secondary transition meetings to discuss student outcomes SELPA community advisory meetings for special education IEP educational benefit meetings in addition to annual meetings and triennial meetings Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance Provide families to participate in community events centered on post-secondary transition pathways 	<p>Desired Outcome for 2023-24</p> <p>Maintain or expand opportunities for parental and family member participation for students with exceptional needs</p>
<p>Parental Involvement</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>2020-21 Source: Local Reporting</p> <p>12 community-based partnerships</p>	<p>2021-22: Projected</p> <p>8 community-based partnerships</p>	<p>2022-23 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>Maintain community-based partnerships that support the unique needs of all educational partners</p>

<p>Parental Involvement</p> <p>Provide six Family Learning Series Trainings to all parents and family members</p>	<p>2020-21 Source: Local Reporting</p> <p>Seven Family Learning Series Trainings were facilitated</p>	<p>2021-22: Projected</p> <p>Nine Family Learning Series were facilitated as of April 2022</p>	<p>2022-23 Results</p> <p>Ten Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>12 Family Learning Series were provided</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>At least six annual Family Learning Series offered to parents and family members</p>
<p>Parental Involvement</p> <p>90% of parents will report that Resource Centers provide innovative learning opportunities for students</p>	<p>2020-21 Source: Local Reporting</p> <p>95% of parents and family members as of May 2021</p>	<p>2021-22: Projected</p> <p>92% of parents and family members as of April 2022</p>	<p>2022-23 Results</p> <p>99% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>2023-24 Results</p> <p>98% of parents and family members</p> <p>Data Source: Locally Reported</p>	<p>Desired Outcome for 2023-24</p> <p>>90% of parents and family members</p>

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 aims to establish community-based resource centers that are innovative in design and actively engage students, parents, and family members. Although the school operates with a non-classroom based instructional model, school leadership is committed to offering a physical school environment. This environment will allow students to interact with peers, participate in live instruction, access school equipment, and meet with school staff throughout the week. There are two Actions included in Goal 5, and upon reviewing each, **school staff have determined that there are no substantive differences to report**. Below is a summary of the key Actions.

- **Action 1:** The school offered numerous opportunities for students, parents, and family members to engage with staff and learn about essential programs and services. These events included Open House, Senior Night, and the Family Learning Series. During these gatherings, staff provided valuable instruction on utilizing various communication and academic tools, such as the School Pathways Student-Parent Portal, Edgenuity, Achieve3000, ParentSquare, the school website, and Naviance. These interactions ensured that families were well-informed and equipped to support their students' educational journeys.
- **Action 2:** These targeted actions aim to support English Learners, Low-Income, and Foster Youth. Key initiatives include providing bus passes to Foster Youth to ensure reliable transportation, facilitating engaging English Learner Advisory Committee (ELAC) meetings to boost parent involvement, and employing bilingual staff to offer translation services. Additionally, the school has made translated materials and resources available to families, ensuring they have access to vital information in their preferred language.

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 to report for Goal 5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school community is highly satisfied with the impact of Goal 5 Actions, which successfully increased engagement and innovation. As a result of these efforts, all Goal 5 Metrics were met for the 2023-24 school year, demonstrating the **effectiveness of these initiatives** in fostering a more dynamic and involved school environment. A summary of these achievements is provided below:

- 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'.

- Monthly Family Learning Series offered to parents and family members.
- 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.

All Goal 5 Metrics will remain unchanged for the 2024-25 school year, as educational partners are satisfied with their effectiveness. This continuity demonstrates a strong confidence in the current metrics' ability to accurately assess and support the ongoing efforts to establish innovative community-based resource centers that actively engage students, parents, and family members.

However, based on reflections and input from educational partners, the following Actions have been adjusted for the 2024-25 school year to better meet our goals and enhance our initiatives:

- Action 1l: The school is implementing Virtual Reality (VR) across the curriculum, with a particular focus on Career and Technical Education (CTE) and Mathematics, to innovate teaching and learning methods. This cutting-edge technology aims to provide immersive, hands-on experiences that enhance student engagement and understanding. By integrating VR into these key areas, we are preparing students for future careers and fostering a deeper comprehension of complex mathematical concepts. This initiative represents our commitment to innovative educational practices that meet the evolving needs of our students.
- Action 2d: We are placing greater emphasis on actively engaging families of English Learner (EL) students to collaborate on individual goals. This will be achieved by utilizing an ELD progress report card as a key communication tool. By involving families in this process, we aim to create personalized support plans tailored to each student's unique needs and aspirations. This collaborative approach ensures that English Learners receive the targeted support necessary for their academic success.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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. [Page 1102 of 3166](#)

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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 Learning Lead	acarrillo@altusschools.net (760) 947-7135

Plan Summary: 2024-25

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.

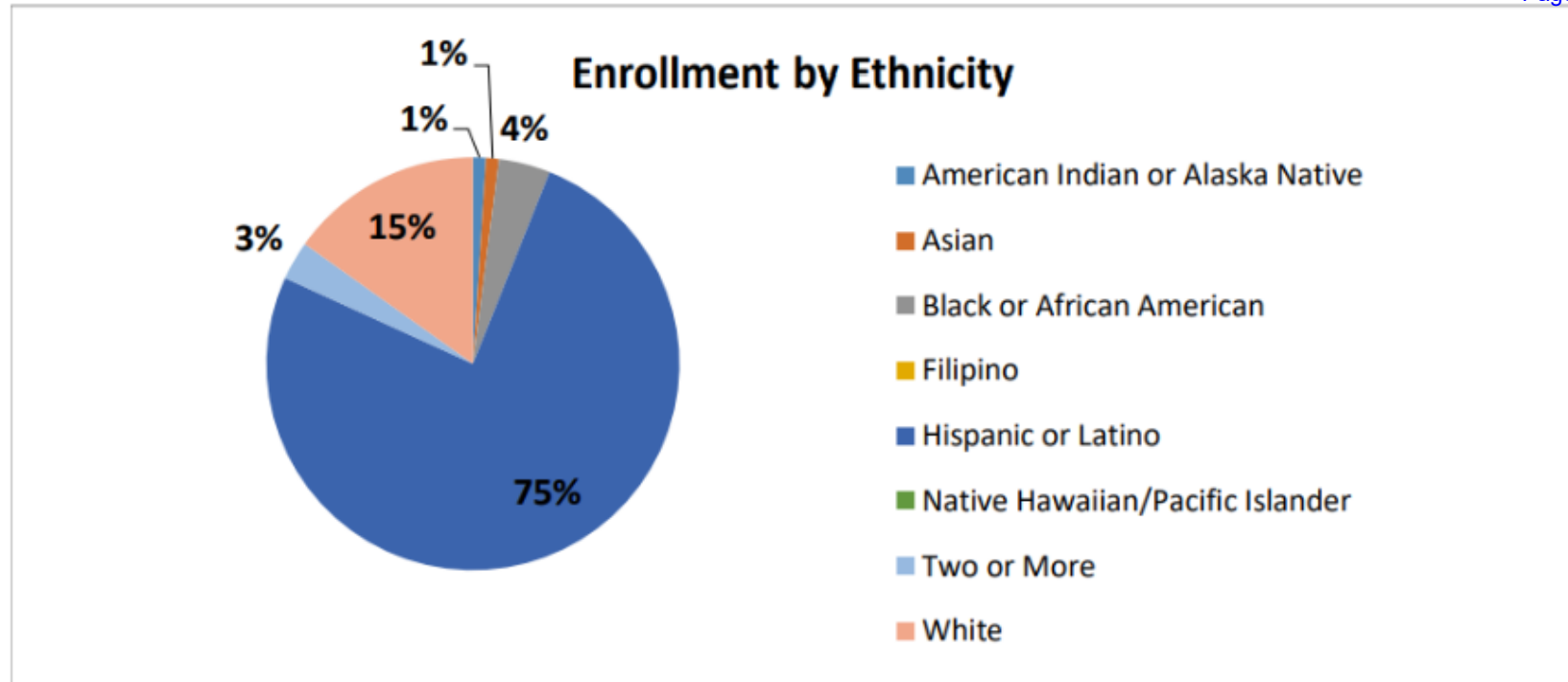
Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Mirus are based on Common Core State Standards and are infused with appropriate technology-based 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 2024, Mirus had a total enrollment of 343 students. Of these 343 students, 73% were Socioeconomically Disadvantaged, 16% were Students with Disabilities, 4% were GATE, 11% were English Learners, 3% were Homeless, and 0.3% were Foster Youth.

In addition, of these 343 students, 75% were Hispanic, 15% were White and 4% Black or African American. 5% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.



Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Mirus's educational partners are satisfied with the school's commitment to providing a personalized instructional program for all students that meets their individual needs. As a result, there were many **successes** reported in the 2023 School Dashboard:

- **Chronic Absenteeism** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very Low) Performance level.
- **Suspension Rate** was a **Blue (Very Low) Performance Level**. There were no student groups performing in the Red (Very High) Performance Level.
- Mirus did not receive a Performance Level for the **English Learner Progress Indicator** because there were fewer than 30 students in the current or prior year. However, this area remained a strength for the school, with 41.7% of English Learners making progress towards English language proficiency.

- **English Language Arts** was a **Yellow (Medium) Performance Level**. There were no student groups performing in the **Red (Very Low) Performance Level**. Page 1106 of 3166

In addition, educational partners remain very satisfied with the school's **DASS One-Year Grad Rate**, summarized in the table provided below. The schoolwide graduation rate average was 92.9%.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	70	65	92.9%
English Learners	2	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	45	41	91.1%
Students with Disabilities	8	*	*
African American	4	*	*
Asian	2	*	*
Filipino	2	*	*
Hispanic	45	42	93.3%
White	14	12	85.7%
Two or More Races	3	*	*

Based upon a thorough analysis of the 2023 School Dashboard, the school will continue to focus resources and develop strategies to **strengthen** the student outcomes identified below:

- **Combined Four-and Five-Year Graduation Rate** was a Red (Very Low) Performance Level. There were two Student Groups that performed Very Low: Hispanic and Socioeconomically Disadvantaged. It should be noted that prior to 2022, the California Department of Education utilized the One-Year Grad 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: [Graduation Rate by Student Group](#).

- **College/Career** was a Low Performance Status. The California Department of Education did not provide Performance Colors to schools for the 2023 School Dashboard. To enhance performance in this indicator, counselors will dedicate their efforts to actively recruit and guide student participation in Early College Credit Programs, CTE Pathways, and Leadership/Military Science coursework. Additionally, the school will refine its monitoring systems to track individual student progress toward meeting the CCI Prepared criteria effectively.
- **Mathematics** was a Red (Very Low) Performance Level. There were one Student Group that performed Very Low: Hispanic. 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. In September 2024, Altus Schools will host a **Math Literacy Summit**, a dedicated event aimed at equipping all instructional staff with valuable insights into mathematics instruction. Throughout the full-day summit, attendees will engage with research-backed mathematical strategies proven to enhance both student engagement and achievement. While the summit will cover strategies applicable to all students, there will be a particular emphasis on addressing the needs of high-needs student groups. Furthermore, our utilization of the **California Educators Reporting System (CERS)** will improve the school’s data-analysis capabilities, empowering staff to identify and support students who may be at risk of falling below grade-level standards. This enhanced data-driven approach will ensure that all students receive the targeted instruction that meets their individual academic needs. Additionally, the school has invested in a cutting-edge mathematics **Virtual Reality (VR)** curriculum, customized to target essential grade-level topics and standards. To facilitate seamless integration of these immersive learning experiences into the math curriculum, teachers and staff will benefit from ongoing coaching provided by the Altus Schools Math Specialist. This personalized support will empower educators to harness the full potential of VR technology in their instructional activities, enriching the learning journey for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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 (Mirus) 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.

Mirus is eligible for CSI due to the school's three-year average of the Combined Four-Year and Five-Year Graduation Rate, as indicated on the School Dashboard.

Beginning with the 2022 School Dashboard, DASS schools were provided with the Combined Four-Year and Five-Year Graduation Rate, to measure academic performance of high school students. Prior to 2022, the One-Year 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.

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 Comprehensive Support and Improvement (CSI) Plans were **jointly developed** by educational partners, including teachers, staff, students, parents, and family members. Meaningful feedback from these partners was gathered through various channels, such as surveys, school events, meetings, conferences, and training. This feedback was then systematically collected, organized, and analyzed by the school to identify the educational needs of all students and to devise programs, services, and resource allocations accordingly. Educational partner involvement played a crucial role in several key aspects of CSI Plan development:

1. **Identification and Refinement of Needs:** Partners participated in data analysis processes to identify areas requiring improvement and refine the understanding of student needs.
2. **Creation of Goals:** Collaboratively, partners established clear goals that align with the identified needs and aspirations of the school community.
3. **Establishment of Metrics:** Together, partners determined appropriate metrics and indicators to measure progress towards the established goals effectively.
4. **Designation of Activities:** Partners contributed to the selection and design of specific activities and interventions aimed at addressing the identified needs and achieving the established goals.

5. **Resource Allocation:** The input from educational partners informed decisions regarding the allocation of resources, ensuring that they were directed towards initiatives with the greatest potential for impact. Page 1109 of 3166

Educational partners engaged in a comprehensive **Needs Assessment** process that specifically targeted students who were either failing to meet or at risk of failing to meet state academic standards. To facilitate this assessment, partners followed an Improvement Science Protocol, which provided a structured framework for identifying achievement gaps and formulating strategies for improvement.

During this process, educational partners focused on the current state of graduation rates and established the school's ideal rates of growth as benchmarks for progress. They analyzed a wide range of data and information pertaining to student engagement and achievement, including:

- **School Dashboard Indicators:** These indicators encompass various aspects of school performance and student outcomes, providing a holistic view of the school's effectiveness.
- **Measures of Academic Progress by NWEA:** This assessment tool provides valuable insights into individual student growth and proficiency in key subject areas, helping to identify areas of strength and areas needing improvement.
- **Monthly Storybook Reports:** These reports contain qualitative and quantitative data on student progress, behavior, attendance, and other relevant factors, offering a narrative perspective on student performance.

During the Needs Assessment process, all stakeholder groups analyzed historical and trend data for both All Students and unduplicated student groups. This comprehensive approach ensured that the assessment considered the unique needs and challenges faced by various student populations within the school.

As part of this analysis, educational partners carefully reviewed **resource allocation** across different categories. After a thorough analysis, partners reached a consensus that school resources were appropriately allocated to support the needs of all students. Importantly, **no resource inequities were identified**, indicating a fair distribution of resources across different student groups and academic programs.

Moreover, there was agreement among educational partners regarding the effectiveness of the school's instructional model in addressing the needs of the lowest achieving students and those at potentially higher risk. The Pathways Personalized Education Program (PPEP) was specifically highlighted as a systematic approach that provides instructional staff with the tools and strategies necessary to support the academic and social-emotional needs of all students.

The school has embraced a **Continuous Improvement Framework**, which fosters a problem-solving approach and examination of the system responsible for producing outcomes. This framework is pivotal for sustaining program improvement efforts and consists of five fundamental steps: Inform, Select, Plan, Implement, and Analyze. At the heart of each step in this continuous improvement process, educational partners engage in evidence-based decision-making and reflection.

Educational partners adhered to this continuous improvement framework while devising a systematic plan to enhance the graduation rate. The initial step involved analysis, during which educational partners investigated various aspects such as school needs, historical trends, potential challenges and barriers, and current strategies and interventions. Through this process, several key themes emerged that impact the school's graduation rate:

- a) **Credit Deficiency:** Upon initial enrollment at Mirus, many high school students enroll with credit deficiencies, jeopardizing their ability to graduate on time with their peers. Some may require an additional year or two to fulfill graduation requirements due to this shortfall.
- b) **Academic Preparedness:** High school students generally enroll below grade level in English Language Arts and Mathematics skills, as measured by NWEA assessments. Addressing this requires high-quality instruction and rigorous materials to close potential achievement gaps.
- c) **Individualized Support:** Students require additional small group and one-on-one tutoring in core classes to meet credit completion pacing requirements effectively.
- d) **Access to Technology:** Students and families, particularly those from socioeconomically disadvantaged backgrounds, need access to computers and/or home internet to ensure equitable access to the educational program.
- e) **Programs and Services:** Providing access to programs and services such as Naviance, AVID, Pathways Portfolio, Cadet Corps, CTE Pathways, Advanced Placement (AP), and Early College Credit is essential. These initiatives are designed to engage and prepare students for post-secondary pathways.
- f) **Role of Counselors:** Counselors play a crucial role in assisting students with college and career planning. This includes academic guidance, college research, application assistance, career exploration, financial aid, scholarships, personal/social support, and college transition support.
- g) **Social-Emotional Learning (SEL):** Students need access to social-emotional learning opportunities and support/resources to foster engagement and achievement 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 2024-25 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. Additional instructional support staff can help provide personalized attention to students, helping to address individual learning needs and improve

- **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 1, Action 4:** Promote, recruit, and expand AVID Program to more students. AVID fosters a supportive learning community and cultivates a college-going culture, encouraging students to set ambitious goals and persist through challenges, ultimately leading to higher graduation rates.
- **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.

Educational partners ultimately believe that by offering personalized support, academic resources, and college readiness programs tailored to individual student needs, students will be motivated and purposeful in completing the required graduation coursework on time.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate effectiveness of CSI strategies, the school's Combined Four-Year and Five-Year Graduation Rate Metric is included in Goal 1. The desired outcome is to improve 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 2023 Dashboard and determined that the State DASS school average was 54.2% and San Bernardino County DASS school average was 59.07%.

For the 2024-25 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 2024 to April 2025, 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement Page 1115 of 3166
Teachers	<p>The teacher's voice played a pivotal role in shaping the school's Local Control and Accountability Plan (LCAP). Through a diverse range of engagement activities and methods, including the Staff LCAP Engagement Survey, School Site Council (SSC), English Learner Advisory Committee (ELAC) Instructional Meetings, All Staff Meetings, and Altus University (AU) Professional Learning, teachers actively contributed their insights and perspectives. This inclusive approach ensured that the LCAP accurately reflects the needs and priorities of our educators, fostering a collaborative environment where all school partners are empowered to drive positive change and create student-centered actions and priorities.</p>
Principals or Learning Leads	<p>Principals or Learning Leads played a crucial role in shaping the 2024-25 LCAP through their active involvement in various forums. Their dedicated participation in weekly Learning Lead Huddles, the Staff LCAP Engagement Survey, SSC meetings, ELAC sessions, Instructional Meetings, All Staff Meetings, and AU Professional Learning sessions ensured that their valuable perspectives were incorporated into the planning process.</p> <p>Given their expertise in data analysis and instructional programming, their input was particularly instrumental in crafting a comprehensive and strategic LCAP that addresses the diverse needs of our student population while maximizing student learning. Their commitment to collaboration and their focus on data-driven decision-making have been invaluable assets in the development of a plan that aims to maximize student success and achievement.</p>
Administrators	<p>School administrators were instrumental in spearheading the development of the LCAP, leveraging their leadership to create meaningful engagement opportunities for all educational partners. Their proactive involvement ensured that diverse perspectives were heard and synthesized into actionable plans that align with the school's goals.</p> <p>Administrators played a pivotal role in facilitating engagement through various platforms, such as the weekly Superintendent Huddles, Learning Lead Huddles, School Site Council meetings, ELAC sessions, Instructional Meetings, All Staff Meetings, Strategic Planning sessions and AU Professional Learning events. By actively participating in these venues, administrators demonstrated their commitment to collaboration and their dedication to incorporating educational partner feedback into the development process.</p> <p>Their leadership and strategic guidance were essential in navigating the complexities of educational planning, ultimately resulting in an LCAP that reflects the collective aspirations and priorities of the school community. Through their efforts, administrators fostered a culture of inclusivity and transparency, laying the foundation for continued progress and success.</p>

<p>Students</p>	<p>The voice of the student was central to the development of the school's LCAP, ensuring that their individual needs and perspectives were heard and valued. Students were provided with a variety of opportunities to contribute their insights on the effectiveness of current school actions and programming in meeting their academic, social-emotional, and behavioral needs.</p> <p>Through the Student LCAP Engagement Survey, students had a direct platform to share their feedback and suggestions. Their participation in School Site Council (SSC) meetings and English Learner Advisory Committee (ELAC) meetings allowed them to engage in discussions on key school initiatives and policies.</p> <p>Events such as Open House Events, Senior Night Events, College and Career Week, Senior Exhibition Panels, and Health & Wellness Week provided additional avenues for students to provide input and share their experiences. These events fostered open dialogue between students, educators, and administrators, facilitating a deeper understanding of student perspectives and needs.</p> <p>Furthermore, student-teacher conferences provided personalized opportunities for students to discuss their academic progress, goals, and challenges with their teachers. By actively involving students in the development of the LCAP, the school demonstrated its commitment to creating a student-centered learning environment that promotes academic success, social-emotional well-being, and positive behavior.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by 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.

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 2024-25 school year. These five goals address the instructional approach, curriculum, professional development system, school climate, and family engagement. Each LCAP Goal, along with corresponding Metrics are aligned to State and Local priorities. Metrics included in the 2024-25 LCAP are focused on Status and Change, aligned 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).

Teachers and Staff:
These educational partners provided insights into instructional strategies, curriculum design, professional development needs, and support

services for students. Based on information collected from them, the school have added or refined the following Actions to the 2024-25 LCAP: Page 1118 of 3166

- **Goal 1, Action 3:** Recruit instructional support staff that can help supervise students, provide tutoring services, and help provide students with learning feedback.
- **Goal 2, Action 2:** Continue Altus Connect Program that provides students with Chromebooks and internet services to access the educational program from home.
- **Goal 2, Action 3:** Expand Early College Credit Program opportunities and support systems available to all students.
- **Goal 3, Action 3:** Professional learning focused on effective use Virtual Reality teaching and learning in resource centers.
- **Goal 3, Action 3:** Training focused on contemporary topics impacting the lives of youth and how educators can support and provide resources.
- **Goal 4, Action 3:** Develop a mental health student referral process that is streamlined and user-friendly.
- **Goal 5, Action 1:** Technology platforms, such as DocuSign, Zoom, Adobe, that allow staff to connect with colleagues and other school community members quickly and efficiently.

Principals, Learning Leads, and Administrators:

These educational provided insights into the school's operations, strategic planning, data analysis, engagement methods, resource allocation, program evaluation, compliance with state priorities, and communication systems. Based on their feedback, the school will implement the following 2024-25 LCAP Actions:

- **Goal 1, Action 1:** Utilize California Educators Reporting System (CERS) to thoroughly assess student academic progress and develop customized interventions that address the unique needs of each student.
- **Goal 1, Action 3:** 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.
- **Goal 2, Action 3:** Counseling and advising services focused on helping students plan for post-high school pathways.
- **Goal 3, Action 2:** Additional training focused on meeting the unique needs of newcomer, immigrant, and refugee students who may be new to the community or school system.
- **Goal 3, Action 3:** Continue to facilitate monthly Math Study Groups sessions focused on research-based strategies to elevate student math achievement.
- **Goal 3, Action 3:** Ongoing math professional learning available to all staff, focused on building skills and knowledge, and effective methods to facilitate peer-to-peer math talk.

Parents, Family Members, and Advisory Committees:

These educational partners offered valuable perspectives on school communication, family engagement strategies, academic support services, and initiatives for social-emotional learning. Based on their feedback, the school will implement the following 2024-25 LCAP Actions and/or Metrics:

- **Goal 1, Action 4:** Offer extra tutoring for English Learner students to enhance their language skills and develop effective academic study habits.

- **Goal 1, Action 7:** Distribute English Language Development progress reports to English Learner families, aligned with the California English Learner Roadmap.
- **Goal 2, Action 3:** Enhance support and provide more resources for college and career planning.
- **Goal 5, Action 1:** Organize engaging school events, such as Open House, Senior Night, and Family Resource Night, to boost parental involvement and raise awareness of educational programs and services aimed at enhancing student academic engagement, achievement, and college/career preparation.
- **Goal 5, Action 2:** Fully utilize Teams and Zoom translation features to better engage families who speak languages other than English.
- **Metric 5.4:** Offer access to community partners and affiliates that concentrate on health and wellness, including physical fitness and mental wellbeing.
- **Metric 5.6:** Integrating innovative technology into the curriculum, teaching students how to use digital tools effectively and responsibly, which is crucial for both college and career success.

Students

These educational partners provided first-hand insights into school communication, instructional methods, curriculum design, health, and safety. Based on their input, the following Actions have been prioritized for the 2024-25 LCAP:

- **Goal 1, Action 3:** Organize and provide field trips throughout the academic year that align with student interests and future plans.
- **Goal 2, Action 3:** Continue to offer a range of Career and Technical Education (CTE) pathways and courses that are relevant and prepare students for various post-high school opportunities.
- **Goal 2, Action 3:** Provide access to counselor and advising services that help them navigate the complexities of college applications, financial aid, and scholarship opportunities.
- **Goal 4, Action 1:** Safe and supportive school environment with clear protocols for maintaining safety and clear protocols for emergencies.
- **Goal 4, Action 2:** Access to mental health resources such as counselors, stress management activities, and workshops dealing with issues like anxiety and depression.
- **Goal 5, Action 1:** Incorporate modern tools and platforms, such as Virtual Reality, into the curriculum and learning activities, which prepare them for a technologically advanced world.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic Services (Conditions of Learning)
- Priority 4: Student Achievement (Pupil Outcomes)
- Priority 5: Student Engagement (Engagement)
- Priority 8: Student Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mirus provides academic intervention and support to students facing educational challenges for various reasons. Historically, students entering Mirus are credit deficient and below grade level in Reading, Language, and Mathematics skills, as indicated by NWEA assessments. In response, Mirus is committed to the development and implementation of Pathways Personalized Education Plans (PPEP) for all students. The primary objective is to accelerate student learning, particularly for struggling students, while also assisting them in achieving their individual educational goals and preparing them for success in college, career, and beyond.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline																		
M1.1	Independent Study Program: Teacher Credentials	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of teachers as of October 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of teachers as of October 2023		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A														
2023-24 Results																								
100% of teachers as of October 2023																								
M1.2	Teachers Appropriately Assigned and Credentialed	<table border="1"> <tr> <th colspan="2">2021-22 Results</th> </tr> <tr> <td>Total teaching FTE</td> <td>8.99</td> </tr> <tr> <td>Clear</td> <td>12.5%</td> </tr> </table> <p>Data Source: Teaching Assignment Monitoring Outcomes, DataQuest</p>	2021-22 Results		Total teaching FTE	8.99	Clear	12.5%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the baseline results	N/A												
2021-22 Results																								
Total teaching FTE	8.99																							
Clear	12.5%																							
M1.3	DASS One-Year Graduation Rate	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Schoolwide</td> <td>92.9%</td> </tr> <tr> <td>Hispanic</td> <td>93.3%</td> </tr> <tr> <td>White</td> <td>85.7%</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>91.1%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </table> <p>Data Source: CA School Dashboard (Additional Reports)</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	92.9%	Hispanic	93.3%	White	85.7%	African American	*	2+ Races	*	EL	*	SED	91.1%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 68.8% San Bernardino County: 78.3%	N/A
2022-23 Results																								
Schoolwide	92.9%																							
Hispanic	93.3%																							
White	85.7%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	91.1%																							
SWD	*																							

M1.4	Combined Four- and Five-Year Graduation Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>41.9%</td> </tr> <tr> <td>Hispanic</td> <td>40.4%</td> </tr> <tr> <td>White</td> <td>39.1%</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>40%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	41.9%	Hispanic	40.4%	White	39.1%	African American	*	2+ Races	*	EL	*	SED	40%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 54.2%</p> <p>San Bernardino County: 59.07%</p>	N/A Page 1123 of 3166
2022-23 Results																								
Schoolwide	41.9%																							
Hispanic	40.4%																							
White	39.1%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	40%																							
SWD	*																							
M1.5	Chronic Absenteeism Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>0%</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>0%</td> </tr> <tr> <td>SWD</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Chronic Absenteeism Rate as of April 2024</p>	2023-24 Results		Schoolwide	0%	Hispanic	0%	White	*	African American	*	2+ Races	*	EL	*	SED	0%	SWD	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Improve Annually or Exceed the 2023 Statewide or County DASS school average:</p> <p>Statewide: 47.1%</p> <p>San Bernardino County: 52.5%</p>	N/A
2023-24 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	*																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	0%																							
SWD	*																							

M1.6	CAASPP ELA: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-25</td> </tr> <tr> <td>Hispanic</td> <td>-28</td> </tr> <tr> <td>White</td> <td>-53.9</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>-32.1</td> </tr> <tr> <td>SWD</td> <td>-35.2</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-25	Hispanic	-28	White	-53.9	African American	*	2+ Races	*	EL	*	SED	-32.1	SWD	-35.2	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -118.2 San Bernardino County: -94.5	N/A Page 1124 of 3166
2022-23 Results																								
Schoolwide	-25																							
Hispanic	-28																							
White	-53.9																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	-32.1																							
SWD	-35.2																							
M1.7	CAASPP Math: Average Distance from Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>-135.9</td> </tr> <tr> <td>Hispanic</td> <td>-128.3</td> </tr> <tr> <td>White</td> <td>-165.8</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>-136.6</td> </tr> <tr> <td>SWD</td> <td>-129.3</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	-135.9	Hispanic	-128.3	White	-165.8	African American	*	2+ Races	*	EL	*	SED	-136.6	SWD	-129.3	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: -192.8 San Bernardino County: -172.7	N/A
2022-23 Results																								
Schoolwide	-135.9																							
Hispanic	-128.3																							
White	-165.8																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	-136.6																							
SWD	-129.3																							
M1.8	Grade 11 CAASPP ELA: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>42.55%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		ELA	42.55%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 21.8% San Bernardino County: 20.4%	N/A														
2022-23 Results																								
ELA	42.55%																							

M1.9	Grade 11 CAASPP Math: Met or Exceeded Standard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>8.89%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p>	2022-23 Results		Math	8.89%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 3.8% San Bernardino County: 2.7%	N/A Page 1125 of 3166														
2022-23 Results																								
Math	8.89%																							
M1.10	English Learner Progress Indicator (ELPI)	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>English Learners</td> <td>41.7%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p>	2022-23 Results		English Learners	41.7%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Improve Annually or Exceed the 2023 Statewide or County DASS school average: Statewide: 32.5% San Bernardino County: 36.52%	N/A														
2022-23 Results																								
English Learners	41.7%																							
M1.11	English Learner Reclassification Rate	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>School Reclassification Rate</td> <td>19%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		School Reclassification Rate	19%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 10%	N/A														
2022-23 Results																								
School Reclassification Rate	19%																							
M1.12	Measures of Academic Progress by NWEA: Reading	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>67%</td> </tr> <tr> <td>Hispanic</td> <td>63%</td> </tr> <tr> <td>White</td> <td>90%</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>64%</td> </tr> <tr> <td>SWD</td> <td>69%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	67%	Hispanic	63%	White	90%	African American	*	2+ Races	*	EL	*	SED	64%	SWD	69%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
2022-23 Results																								
Schoolwide	67%																							
Hispanic	63%																							
White	90%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	64%																							
SWD	69%																							

M1.13	Measures of Academic Progress by NWEA: Language	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>64%</td> </tr> <tr> <td>Hispanic</td> <td>69%</td> </tr> <tr> <td>White</td> <td>55%</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>66%</td> </tr> <tr> <td>SWD</td> <td>74%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	64%	Hispanic	69%	White	55%	African American	*	2+ Races	*	EL	*	SED	66%	SWD	74%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A Page 1126 of 3166
2022-23 Results																								
Schoolwide	64%																							
Hispanic	69%																							
White	55%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	66%																							
SWD	74%																							
M1.14	Measures of Academic Progress by NWEA: Math	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>65%</td> </tr> <tr> <td>Hispanic</td> <td>64%</td> </tr> <tr> <td>White</td> <td>55%</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>65%</td> </tr> <tr> <td>SWD</td> <td>70%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	65%	Hispanic	64%	White	55%	African American	*	2+ Races	*	EL	*	SED	65%	SWD	70%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 60% or Exceed 2023 Baseline Results	N/A
2022-23 Results																								
Schoolwide	65%																							
Hispanic	64%																							
White	55%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	65%																							
SWD	70%																							

M1.15	California Science Test	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>13.75%</td> </tr> <tr> <td>Hispanic</td> <td>11.48%</td> </tr> <tr> <td>White</td> <td>25%</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>15.39%</td> </tr> <tr> <td>SWD</td> <td>9.09%</td> </tr> </tbody> </table> <p>Data Source: DataQuest CAASPP Results</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	13.75%	Hispanic	11.48%	White	25%	African American	*	2+ Races	*	EL	*	SED	15.39%	SWD	9.09%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	<p>Exceed the Statewide or County DASS school average:</p> <p>Statewide: Not available</p> <p>San Bernardino County: Not Available</p>	N/A Page 1127 of 3166						
2022-23 Results																														
Schoolwide	13.75%																													
Hispanic	11.48%																													
White	25%																													
African American	*																													
2+ Races	*																													
EL	*																													
SED	15.39%																													
SWD	9.09%																													
M1.16	Student Attendance or Participation Rate	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>91.8%</td> </tr> <tr> <td>Hispanic</td> <td>91.6%</td> </tr> <tr> <td>White</td> <td>93.3%</td> </tr> <tr> <td>African American</td> <td>88.1%</td> </tr> <tr> <td>EL</td> <td>87%</td> </tr> <tr> <td>SED</td> <td>91.7%</td> </tr> <tr> <td>SWD</td> <td>86.5%</td> </tr> <tr> <td>Foster Youth</td> <td>*</td> </tr> <tr> <td>Homeless</td> <td>89.9%</td> </tr> <tr> <td>Cadet Corps</td> <td>*</td> </tr> <tr> <td>Pregnant/Parent</td> <td>*</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>* Less than 11 students – data not displayed for privacy</p> <p>Note: Cumulative Attendance Rate as of April 2024</p>	2023-24 Results		Schoolwide	91.8%	Hispanic	91.6%	White	93.3%	African American	88.1%	EL	87%	SED	91.7%	SWD	86.5%	Foster Youth	*	Homeless	89.9%	Cadet Corps	*	Pregnant/Parent	*	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 84%	N/A
2023-24 Results																														
Schoolwide	91.8%																													
Hispanic	91.6%																													
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SED	91.7%																													
SWD	86.5%																													
Foster Youth	*																													
Homeless	89.9%																													
Cadet Corps	*																													
Pregnant/Parent	*																													

M1.17	Middle School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A Page 1128 of 3166
		Middle School	0%				
		Data Source: Locally Reported					
		Note: Middle School Dropout Rate as of April 2024					
M1.18	High School Dropout Rate	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 5%	N/A
		High School	0.4%				
		Data Source: Locally Reported					
		Note: High School Dropout Rate as of April 2024					
M1.19	Student Confidence Survey	2021-22 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
		Schoolwide	95%				
		Data Source: Locally Reported					
		Note: Naviance Confidence Survey Results as of February 2024					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	<ul style="list-style-type: none"> 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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student. d) 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. 	\$3,487	No

2	English Language Learner Assessment and Support Framework	<ul style="list-style-type: none"> a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans. b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification. c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support. d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems. e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition. f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners. g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning. h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support 	\$186,721	Yes Page 1132 of 3166
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comprehensive, data-informed instructional support.

- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

3	Personalized Academic Instruction and Support for All Students	<ul style="list-style-type: none"> a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program. b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs). c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors. d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades. e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school. h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement. 	\$909,340	No Page 1134 of 3166
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- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential

4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	<ul style="list-style-type: none"> a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity. b) 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. c) 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. d) 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. e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students. f) 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. 	\$552,120	Yes
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5	Academic Instruction and Support for Students with Disabilities	<ul style="list-style-type: none"> a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals. b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP. c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities. d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty. e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas. f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities. g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth. h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities. 	\$873,936	No Page 1137 of 3166
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6	Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.</p> <p>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.</p> <p>d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.</p>	\$41,034	No Page 1138 of 3166
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7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	<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 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>	\$399,428	Yes Page 1139 of 3166
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Goal

Goal #	Description	Type of Goal
2	Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)

Priority 2: Implementation of State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Mirus is dedicated to providing a curriculum that is relevant and effective in preparing students for success in the modern world. By emphasizing 21st-century learning skills, such as critical thinking, collaboration, creativity, and communication, the school aims to equip students with the competencies necessary for navigating a rapidly changing global landscape. Aligning the curriculum with California Content Standards ensures that students are meeting state-mandated educational requirements while also setting high academic expectations. Finally, by ensuring accessibility for all students, the school promotes equity and inclusivity, providing every learner with the opportunity to thrive academically and achieve their full potential in a variety of college/career pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline								
M2.1	Availability of standards aligned instructional materials to every student	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of students														
M2.2	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	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
All students continue to have access and are enrolled in a broad course of study for the 2023-24 school year														
M2.3	Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of pupils with exceptional needs</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of pupils with exceptional needs		Available in 2025-26 LCAP	Available in 2026-27 LCAP	100%	N/A				
2023-24 Results														
100% of pupils with exceptional needs														
M2.4	Increase the annual number of students completing college credit courses	<table border="1"> <tr> <th colspan="2">2022-23 Results</th> </tr> <tr> <td>Dual Enrollment</td> <td>6</td> </tr> <tr> <td>Articulated Credit</td> <td>10</td> </tr> <tr> <td>Total early college credit</td> <td>16</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results		Dual Enrollment	6	Articulated Credit	10	Total early college credit	16	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 16 early college courses	N/A
2022-23 Results														
Dual Enrollment	6													
Articulated Credit	10													
Total early college credit	16													

M2.5	Increase annual student participation in Advanced Placement (AP) Courses	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Number of AP Courses Assigned</td> <td>28 courses</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p> <p>Note: Results as of December 2023</p>	2023-24 Results		Number of AP Courses Assigned	28 courses	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 28 AP courses	N/A Page 1143 of 3166																				
2023-24 Results																														
Number of AP Courses Assigned	28 courses																													
M2.6	Maintain High-Quality and relevant established CTE Career Pathways	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr><td>Child Development</td><td></td></tr> <tr><td>Design, Visual & Media Arts</td><td></td></tr> <tr><td>Environmental Resources</td><td></td></tr> <tr><td>Hospitality, Tourism & Recreation</td><td></td></tr> <tr><td>Software & Systems Development</td><td></td></tr> <tr><td>Public Safety</td><td></td></tr> <tr><td>Patient Care</td><td></td></tr> <tr><td>Business Management</td><td></td></tr> <tr><td>Animal Science</td><td></td></tr> <tr><td>Retail Sales and Marketing</td><td></td></tr> <tr><td>Teacher Education</td><td></td></tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Child Development		Design, Visual & Media Arts		Environmental Resources		Hospitality, Tourism & Recreation		Software & Systems Development		Public Safety		Patient Care		Business Management		Animal Science		Retail Sales and Marketing		Teacher Education		Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 11 CTE Career Pathways	N/A
2023-24 Results																														
Child Development																														
Design, Visual & Media Arts																														
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Hospitality, Tourism & Recreation																														
Software & Systems Development																														
Public Safety																														
Patient Care																														
Business Management																														
Animal Science																														
Retail Sales and Marketing																														
Teacher Education																														
M2.7	100% of Core Courses will be aligned to CCSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses Aligned to CCSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses Aligned to CCSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A																				
2023-24 Results																														
Core Courses Aligned to CCSS	100%																													
M2.8	100% of Science Courses will be aligned to NGSS	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Science Courses Aligned to NGSS</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Science Courses Aligned to NGSS	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A																				
2023-24 Results																														
Science Courses Aligned to NGSS	100%																													

M2.9	100% of ELA and Social Science Courses will be aligned to ELD Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>ELA & Social Science Courses Aligned to ELD Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		ELA & Social Science Courses Aligned to ELD Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A Page 1144 of 3166														
2023-24 Results																								
ELA & Social Science Courses Aligned to ELD Standards	100%																							
M2.10	100% of Core Courses will be UC A-G approved	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>Core Courses a-g Approved</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		Core Courses a-g Approved	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
Core Courses a-g Approved	100%																							
M2.11	100% of CTE Courses will be aligned to CTE Model Curriculum Standards	<table border="1"> <thead> <tr> <th colspan="2">2023-24 Results</th> </tr> </thead> <tbody> <tr> <td>CTE Courses Aligned to CTE Model Curriculum Standards</td> <td>100%</td> </tr> </tbody> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		CTE Courses Aligned to CTE Model Curriculum Standards	100%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of courses	N/A														
2023-24 Results																								
CTE Courses Aligned to CTE Model Curriculum Standards	100%																							
M2.12	Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>0.9%</td> </tr> <tr> <td>Hispanic</td> <td>1.3%</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>1%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0.9%	Hispanic	1.3%	White	0%	African American	*	2+ Races	*	EL	*	SED	1%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0.9%																							
Hispanic	1.3%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	1%																							
SWD	0%																							

M2.13	Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>1.7%</td> </tr> <tr> <td>Hispanic</td> <td>0%</td> </tr> <tr> <td>White</td> <td>4.3%</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%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	1.7%	Hispanic	0%	White	4.3%	African American	*	2+ Races	*	EL	*	SED	1%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 1145 of 3166
2022-23 Results																								
Schoolwide	1.7%																							
Hispanic	0%																							
White	4.3%																							
African American	*																							
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SED	1%																							
SWD	0%																							
M2.14	Increase the annual percentage of All Students and Student Groups completing a-g requirements <u>AND</u> at least one CTE Career Pathway	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Results</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Data Source: CA School Dashboard</p> <p>* Less than 11 students – data not displayed for privacy</p>	2022-23 Results		Schoolwide	0%	Hispanic	0%	White	0%	African American	*	2+ Races	*	EL	*	SED	0%	SWD	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A
2022-23 Results																								
Schoolwide	0%																							
Hispanic	0%																							
White	0%																							
African American	*																							
2+ Races	*																							
EL	*																							
SED	0%																							
SWD	0%																							

M2.15	Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher	2022-23 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Exceed the 2023 baseline results	N/A Page 1146 of 3166
		Schoolwide	0%				
		Hispanic	0%				
		White	0%				
		African American	*				
		2+ Races	*				
		EL	*				
		SED	0%				
SWD	0%						
		Data Source: CA School Dashboard					
		* Less than 11 students – data not displayed for privacy					
M2.16	Maintain a compliant and accessible Work Experience Education (WEE) Program	2023-24 Results		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Fully compliant and accessible WEE Program	N/A
		WEE Program remains compliant and available to all students for the 2023-24 school year					
		Data Source: Locally Reported					

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Course of Study and Curriculum for All Students	<ul style="list-style-type: none"> 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. 	\$232,627	No

2	Specialized Academic Programs and Strategies to Accelerate Learning for English Learners and Low-Income Students	<ul style="list-style-type: none"> 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) 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), Gifted and Talented Education, and the Early College Credit Program. f) 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. 	\$212,600	Yes
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3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	<ul style="list-style-type: none"> 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. 	\$304,620	No Page 1151 of 3166
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Goal

Goal #	Description	Type of Goal
3	Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.	Broad

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school is committed to providing targeted and data-informed professional learning to directly align teaching strategies with the specific academic needs and strengths of students, as revealed through analysis of performance data. This approach ensures that professional learning is not only relevant but also effective in enhancing instructional quality, thereby maximizing teacher impact on student learning. Additionally, by focusing on data-driven insights, the school can continually adapt and refine teaching practices to meet evolving educational standards and student needs, fostering an environment of continuous improvement and excellence in education.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
M3.1	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.2	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	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>100% of teachers as of April 2023</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	100% of teachers as of April 2023	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
100% of teachers as of April 2023								
M3.3	English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>6 ELAD trainings</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	6 ELAD trainings	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least six English Learner trainings offered throughout the school year	N/A
2023-24 Results								
6 ELAD trainings								

M3.4	90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of teachers</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of teachers	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A Page 1155 of 3166
2023-24 Results								
100% of teachers								
M3.5	90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations	<table border="1"> <tr> <th>2022-23 Results</th> </tr> <tr> <td>98% of staff as of April 2024</td> </tr> </table> <p>Data Source: Locally Reported</p>	2022-23 Results	98% of staff as of April 2024	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2022-23 Results								
98% of staff as of April 2024								
M3.6	90% of students surveyed will report high levels of satisfaction with their overall educational experience at Mirus	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of students	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of students								
M3.7	90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Mirus	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	100% of parents and family	Available in 2025-26 LCAP	Available in 2026-27 LCAP	90%	N/A
2023-24 Results								
100% of parents and family								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Professional Learning Focused on Improving Academic Performance for All Students	<ul style="list-style-type: none"> 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) Learning Leads 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. 	\$52,964	No Page 1159 of 3166
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- j) AU professional development training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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.

<p>2</p>	<p>Professional Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth</p>	<ul style="list-style-type: none"> 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies. c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth. d) 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. e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills. f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college. g) 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>\$11,073</p>	<p>Yes</p>
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3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	<ul style="list-style-type: none"> a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations. b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices. c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting. d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups. e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement. f) 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. 	\$12,185	Yes Page 1162 of 3166
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Goal

Goal #	Description	Type of Goal
4	Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.	Broad

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Educational partners continue to require a safe, secure, and supportive educational setting. A positive school climate is foundational for optimal learning, fosters a sense of belonging and trust among students and teachers, and is vital for encouraging open communication, collaboration, and the free exchange of ideas. Moreover, a supportive atmosphere enhances resilience, encourages academic perseverance, and helps in developing social-emotional skills that are essential for success in and beyond the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline				
M4.1	Maintain a <u>Suspension Rate</u> at 1.5% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Suspension Rate</td> <td>0%</td> </tr> </table> <p>Data Source: CA School Dashboard</p> <p>Note: Student Suspensions Results as of May 2024</p>	2023-24 Results		Suspension Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1.5%	N/A
2023-24 Results										
Suspension Rate	0%									
M4.2	Maintain an <u>Expulsion Rate</u> at 1.0% or less for All Students and Student Groups	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> </table> <p>Data Source: Locally Reported</p> <p>Note: Student Expulsion Results as of May 2024</p>	2023-24 Results		Expulsion Rate	0%	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Less than 1%	N/A
2023-24 Results										
Expulsion Rate	0%									
M4.3	More than 90% of students surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">99% of students</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		99% of students		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
99% of students										
M4.4	More than 90% of parents surveyed annually will report high levels of <u>School Safety</u> satisfaction	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">100% of parents and family</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		100% of parents and family		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Greater than 90%	N/A
2023-24 Results										
100% of parents and family										
M4.5	Maintain a <u>School Safety Plan</u> that meets the needs of educational partners and is compliant	<table border="1"> <tr> <th colspan="2">2023-24 Results</th> </tr> <tr> <td colspan="2">School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results		School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year		Available in 2025-26 LCAP	Available in 2026-27 LCAP	Compliant School Safety Plan	N/A
2023-24 Results										
School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2023-24 school year										

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Safe and Supportive School Environment for All Students	<ul style="list-style-type: none"> 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) Sustained 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, Fentanyl Awareness, and First Aid. 	\$66,064	No Page 1168 of 3166
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2	Social, Emotional, and Behavioral Support Systems for All Students	<ul style="list-style-type: none"> a) 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. b) 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. c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care. 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) Character and Leadership Development Program to promote health, wellness, and academic achievement. f) Implementation of AVID’s social and emotional learning (SEL) to support students’ needs, goal pursuit, and leverage of their college and career readiness. g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability. h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services. i) Meal and Nutrition Program to promote student health and well-being. 	\$51,068	No Page 1169 of 3166
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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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.</p>	\$88,389	Yes Page 1170 of 3166
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Goal

Goal #	Description	Type of Goal
5	Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Innovative and engaging school sites are crucial as they adapt to the evolving educational demands and cater to diverse learning styles, ensuring that all students can thrive in an environment that stimulates engagement, curiosity, and creativity. These community-based resource centers foster a sense of community and belonging, crucial for building strong relationships among students, teachers, and families, which in turn enhances educational outcomes. Additionally, by incorporating state-of-the-art facilities and resources, these schools can offer a wide range of programs and services that meet the comprehensive needs of all educational partners, preparing students more effectively for future challenges.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
M5.1	100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning	<table border="1"> <tr> <th data-bbox="527 131 808 167">2023-24 Results</th> </tr> <tr> <td data-bbox="527 167 808 215">100% of school facilities</td> </tr> </table> <p data-bbox="527 215 808 264">Data Source: Locally Reported</p>	2023-24 Results	100% of school facilities	Available in 2025-26 LCAP	Available in 2026-27 LCAP	100% of school facilities	N/A	
2023-24 Results									
100% of school facilities									
M5.2	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	<table border="1"> <tr> <th data-bbox="527 407 808 443">2023-24 Results</th> </tr> <tr> <td data-bbox="527 443 808 524">The following parental participation opportunities were provided:</td> </tr> <tr> <td data-bbox="527 524 808 979"> <ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels </td> </tr> </table> <p data-bbox="527 979 808 1027">Data Source: Locally Reported</p>	2023-24 Results	The following parental participation opportunities were provided:	<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students	N/A
2023-24 Results									
The following parental participation opportunities were provided:									
<ul style="list-style-type: none"> • Title I Family Resource Night • English Learners Advisory Committee Meetings • Open House and Senior Night Events • Family Learning Series • School Site Council Meetings • College & Career Week • School Board Meetings • Pathways Portfolio Panels 									

M5.3	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 style="text-align: center;">2023-24 Results</p> <p>The following parental participation opportunities were provided:</p> <ul style="list-style-type: none"> • Post-secondary transition meetings to discuss student outcomes • SELPA community advisory meetings for special education • IEP educational benefit meetings in addition to annual meetings and triennial meetings • Family Learning Series focused on helping students achieve their IEP Goals and understanding the IEP • Provide families with the opportunity to participate in IEP Exit Meetings to review the summary of performance • Provide families to participate in community events centered on post-secondary transition pathways 	Available in 2025-26 LCAP	Available in 2026-27 LCAP	Maintain or expand opportunities for parental and family member participation for students with exceptional needs	N/A Page 1173 of 3166
M5.4	Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members	<p style="text-align: center;">2023-24 Results</p> <p>8 community-based partnerships</p> <p>Data Source: Locally Reported</p>	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 29 community partners	N/A

M5.5	Provide six Family Learning Series Trainings to all parents and family members	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>12 Family Learning Series were provided</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	12 Family Learning Series were provided	Available in 2025-26 LCAP	Available in 2026-27 LCAP	At least 6 trainings	N/A Page 1174 of 3166
2023-24 Results								
12 Family Learning Series were provided								
M5.6	90% of parents will report that Resource Centers provide innovative learning opportunities for students	<table border="1"> <tr> <th>2023-24 Results</th> </tr> <tr> <td>98% of parents and family members</td> </tr> </table> <p>Data Source: Locally Reported</p>	2023-24 Results	98% of parents and family members	Available in 2025-26 LCAP	Available in 2026-27 LCAP	More than 90%	N/A
2023-24 Results								
98% of parents and family members								

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

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.

Action #	Title	Description	Total Funds	Contributing
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1	Engagement Opportunities and Innovative Teaching Approaches for All Students	<ul style="list-style-type: none"> 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners. j) 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, 	\$760,914	No Page 1178 of 3166
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		<p>and communication.</p> <p>k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.</p> <p>l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.</p> <p>m) 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>n) 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>		
2	Engagement Opportunities for English Learners, Low-Income Students, and Foster Youth	<p>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.</p> <p>b) Coordinate transportation services to Foster Youth to increase access to the resource center for educational support and services.</p> <p>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.</p> <p>d) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.</p> <p>e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.</p>	\$16,116	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,192,398	\$133,283

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
30.006%	0%	\$0	30.006%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 4</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none">a) Holistic support system that addresses not only academic needs but also emotional, social, and behavior.b) Increase academic progress and credit completion rates for required graduation coursework.c) Improve daily study habits and academic proficiency in core subjects.d) Build healthy learning habits, content knowledge, and prepare for college/career pathways.e) Counseling staff that can meet with students and address the interconnected areas of academics, emotional health, and behavior.f) Equity and Inclusion staff that provide support for underrepresented students, advocate for students who may face bias, help students access resources that may be necessary for their success, create safe spaces where students can discuss issues related to identity/experiences, and implement programs that promote diversity/inclusion.	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none">a) To address the holistic needs of each student, the school has designed a comprehensive Multi-Tiered System of Support (MTSS) that teachers, staff, and administrators use to provide targeted support. MTSS is fundamentally proactive, aiming to identify and address student needs before they escalate into more significant issues. This approach benefits all students by maintaining continuous monitoring and support, but it is especially critical for underserved students who may not have access to similar support outside of school. Because MTSS is focused on early intervention, tailored support, and data-driven decision-making, it is especially advantageous for underserved and marginalized student groups, helping to bridge the gap in educational equity.b) To increase academic progress and credit completion rates for EL, LI, and FY, the school will employ additional instructional support staff that can provide individualized attention and tailored tutoring to students. While support staff can work with all students, this personalized support is particularly beneficial for students from underserved backgrounds who might face additional barriers to learning, such as language challenges, limited access to educational resources at home, or cultural differences.c) To improve students' daily study habits and academic proficiency in core subjects, the school will partner with a non-profit	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none">a) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); Student Confidence Survey (M1.19)b) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16)c) DASS One-Year Graduation Rate (M1.3); Combined Four-and Five-Year Graduation Rate (M1.4)d) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14)e) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)f) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)
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organization that can provide high dosage tutoring opportunities for students throughout the school week. While this high dosage tutoring will be offered LEA-wide, it will help address and close achievement gaps by providing extra tutoring, mentoring, and academic support. This is crucial for students who might not receive adequate educational support outside of school, helping these students keep up with their peers and grade level expectations.

- d) To build academic skills, knowledge, and preparation for future pathways, the school will provide an AVID Program. While AVID will be offered LEA-wide, educational partners report that the program provides them with more opportunities to build close relationships with students, which can be especially important for marginalized students who may feel disconnected from the traditional school activities and structures. These relationships can foster a sense of belonging, enhancing a students' academic engagement and motivation to succeed in school.
- e) To meet the social-emotional needs of students, counselors are trained to provide not only academic but also social-emotional support. This is particularly important for underserved students who may experience high levels of stress and anxiety related to their personal circumstances. Counselors can help students develop coping strategies and resilience in education.
- f) To help meet the needs of learners from diverse backgrounds, the school will provide Equity and Inclusion (E&I) staff that can act

as advocates for underserved students, ensuring their needs are met within the school system. E&I staff can play a key role in bridging the gap between schools and communities, particularly in marginalized areas. This can help with navigating the educational landscape, assist in accessing services, and providing equitable treatment and opportunities.

<p>Goal 2, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Families lack home computers and internet services to access the full educational program. b) Develop a school curriculum that is accessible, meaningful, and relevant to all learners. c) Specialized programs to increase the percentage of English Learner students making progress towards English language proficiency. d) Supplemental academic support for ELs to build literacy skills and access content area knowledge. e) Recruit additional EL students to participate in advance coursework and earn early college credit while in high school. f) Specialized programs to promote recovery of instructional time and pacing towards high school graduation. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To close the digital divide, the school will provide a Chromebook and/or 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, expand learning opportunities, engender personalized and differentiated instruction, promote digital literacy, and enhance parental engagement and communication. b) To meet the diverse learning needs and styles of all students, the school's curriculum departments (APAC), integrates Universal Design for Learning (UDL) guidelines into the core curriculum. While UDL will benefit all students, educational research indicates that it is vital for underserved students because it creates an inclusive environment that proactively addresses diverse learning needs, including language barriers, disabilities, or different cultural backgrounds. The school expects these services to narrow achievement gaps, increase educational access, and create a more inclusive learning environment for all students. 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Standards Aligned Materials (M2.1) b) NWEA Reading (M1.12); NWEA Language (M1.13); NWEA Math (M1.14); Broad Course of Study (M2.2); Programs and Services to Pupils with Exceptional Needs (M2.3) c) NWEA Reading (M1.12); English Learner Progress Indicator (M1.10) d) Chronic Absenteeism Rate (M1.5); English Learner Progress Indicator (M1.10); Student Attendance Rate (M1.16) e) Participation in AP Courses (M2.5); AP Exams (M2.15) f) Middle School Dropout Rate (M1.17); High School Dropout Rate (M1.18); DASS One-Year Graduation Rate (M1.3); Combined Four- and Five-Year Graduation Rate (M1.4)
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c) To improve English language proficiency rates, the school will implement Achieve3000, an online literacy platform designed to enhance reading comprehension and vocabulary for all students, including English Learners. This platform adapts content to individual reading levels and includes a variety of tools and activities to aid in language development. Educational partners indicate that Achieve3000 will likely boost English learners' performance on the ELPAC by aligning texts with students' reading abilities, offering personalized learning paths, and progressively adjusting the difficulty level. Although primarily aimed at English learners, school staff believe this program will also assist other students identified as struggling readers.

d) To build literacy skills and content knowledge of English Learner students, 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. These resources support ELs through engaging animated videos, comprehensive activities, vocabulary building, grammar lessons, and opportunities for writing and speaking practice, along with promoting cultural awareness. We anticipate that these tools will not only help improve our school's English Language Proficiency Indicator (ELPI) and other engagement metrics, such as attendance rates, but also benefit other students by making learning more enjoyable and aiding in language skill development across various subjects.

e) To increase college and career readiness for English Learners, the school will conduct

targeted recruitment of English Learner students to participate in Honors and Advanced Placement (AP) coursework. This initiative not only aims to bridge opportunity gaps but also promotes educational equity by ensuring that ELs have access to challenging academic programs. By encouraging EL participation in these advanced courses, we anticipate a rise in the number of EL students taking advanced coursework and meeting the CCI Prepared criteria as reported on the School Dashboard. Furthermore, as we create and distribute flyers and other informational materials about these opportunities, we expect to see a broader impact on the school community. This visibility will likely encourage greater overall student interest and participation in our Honors and AP programs, thereby enhancing academic engagement and achievement LEA-wide.

- f) To address the needs of new students who enroll credit deficient, our school is implementing Edgenuity Prescriptive Testing courses for qualifying students. These courses are designed to facilitate the recovery of instructional time and accelerate progress toward high school graduation. Research highlights that credit recovery classes not only ensure timely graduation but also facilitate a smoother transition to postsecondary education or the workforce. By enabling students to efficiently regain credits, these programs significantly broaden their future educational and career prospects. The implementation of these courses is expected to increase graduation rates and reduce dropout rates, particularly for students from low-income backgrounds, reinforcing

our commitment to support all students in completing their high school education and accessing further opportunities.

<p>Goal 3, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Professional learning for instructional staff centered on evaluating student mathematics achievement data and applying evidence-based teaching methods to address the distinct learning requirements of special populations. b) Offer professional learning for instructional staff centered on methods to link mathematical concepts with students' cultural contexts, thereby improving comprehension and fostering greater interest in the subject. c) Organize a Math Study Group that meets regularly to explore new pedagogical techniques, integrating technology into math instruction, analyze key standards and topics, discuss effective teaching and intervention methods. d) Offer professional learning opportunities for staff aimed at enhancing their skills in analyzing student achievement data. This is crucial for identifying and addressing any existing disparities, ensuring that every student, irrespective of their background, can meet grade-level standards and be successful. e) Provide professional learning for instructional staff focused on leveraging the immersive and interactive capabilities of Virtual Reality (VR) technology to increase student engagement in mathematics, making abstract concepts more tangible and understandable. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the diverse and unique learning needs of special populations, the school will provide a full day of math professional learning (Math Literacy Summit) focused on evaluating individual student mathematics achievement data and implementing appropriate teaching strategies. By applying evidence-based methods, educators can specifically address and support the unique challenges faced by special populations such as low-income students, foster youth, and English learner students, promoting equity in educational outcomes. This targeted approach not only boosts overall student engagement and achievement but significantly aids those who may lack additional educational support outside of school, leveling the playing field. b) To meet the cultural needs of special populations, the school will partner with a mathematical expert or organization that can provide ongoing and sustained professional learning centered on culturally responsive teaching practices. Culturally responsive mathematical instruction ensures that teaching practices and curricular materials reflect the diverse backgrounds and experiences of all students, making learning more relevant and accessible. This approach is especially beneficial for English learners, low-income, and foster youth as it acknowledges and integrates their unique cultural contexts, thereby increasing their engagement and connection to the material. By fostering a more inclusive and understanding academic environment, 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) b) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) c) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) d) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9) e) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9); Innovative Learning Opportunities for Students
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f) Offer sustained professional learning to instructional staff to ensure that they are equipped with the necessary skills and strategies to effectively support English Learner students, enabling these students to access and comprehend grade-level content.

students are more likely to participate actively and perform better academically. Ultimately, this leads to higher levels of college and career readiness by equipping students with the confidence and skills necessary to succeed in a diverse and competitive world.

(M5.6) [Page 1191 of 3166](#)

f) Math Professional Learning (M3.2); Training Relevance (M3.5); NWEA Math (M1.14); CAASPP Math (M1.7); Grade 11 CAASPP Math (M1.9)

c) To provide staff with additional collaboration opportunities, the school will organize a Math Study Group that regularly explores new pedagogical techniques. This group's focus on analyzing key standards and discussing effective teaching and intervention methods ensures that instruction is aligned with best practices and tailored to meet diverse learning needs. English learners, low-income, and foster youth students particularly benefit from this action as it fosters an environment of targeted support and intervention, addressing educational gaps and promoting equity in learning opportunities. These improvements in teaching quality and relevance can significantly enhance engagement, understanding, and academic success for these vulnerable student groups, better preparing them for future educational and career challenges.

d) To enhance student achievement data analysis, the school will provide professional learning focused on how to utilize the California Educators Reporting System (CERS) to aid instructional planning practices. This targeted analysis helps educators identify specific areas where students, particularly those from underperforming groups, are struggling and adjust teaching strategies accordingly. For English learners, low-income, and foster youth, this personalized attention can

significantly close achievement gaps by addressing the unique challenges they face. Consequently, this approach not only enhances learning outcomes for all students but is particularly transformative for those who traditionally lack support, thereby boosting their academic achievement and future educational prospects.

- e) To provide students with innovative teaching and learning methods, the school will provide professional learning centered on effective implementation of Virtual Reality (VR) mathematics. Implementing VR into the math curriculum through established protocols can significantly boost engagement among historically underserved students, as immersive learning environments often increase motivation and understanding by providing interactive and contextual experiences. This strategy aligns with findings that suggest technology-enhanced instruction can lead to improved academic outcomes, particularly in complex subjects like mathematics.
- f) To ensure that each instructional staff can tailor teaching strategies to meet the diverse needs of all students, the school will employ a Math Specialist to provide personalized professional learning. The Math Specialist will provide targeted approaches to benefit special populations like low income, English learner students, and foster youth, who may face unique educational challenges that require specialized support to achieve academic success. By equipping teachers with the skills to differentiate instruction and engage these students effectively, the specialist helps create a more inclusive and

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1, Action 2</p>	<p>Identified Needs of English Learners:</p> <ul style="list-style-type: none"> a) Accurately identify students who are new to the state or country and whose primary language is not English to appropriately provide language support and educational resources. b) Monitor English proficiency progress among English learner students to guide instructional planning, provide targeted supports, and help make informed decision on reclassification. c) Ensure that the specific language learning needs of English Learner students are addressed alongside their disability accommodations. d) Schoolwide evidence-based strategies to support the unique learning needs of English learner students. e) Schoolwide formative and summative assessment tools to monitor language acquisition. f) A comprehensive English Learner Plan, uniquely designed for an Independent Study, with evidence-based strategies to reinforce language acquisition of mastery of core content knowledge. g) Provide Designated ELD to English Learner students that offers personalization, blended learning opportunities, tailored to grade level, and language proficiency. h) Use a combination of English Learner Program data platforms to support instructional planning. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To provide language support and educational resources for EL students, the school will utilize a Home Language Survey to quickly assess the English proficiency levels of new students. This initial evaluation is crucial for designing customized English Learner (EL) plans that cater specifically to each student's language needs. By providing tailored support from the outset, these plans help EL students acclimate faster and more effectively, enhancing their overall academic success and integration into the school environment. b) To accurately monitor the language development of English Learner students over time, the school will administer the ELPAC. Staff will use ELPAC data to make informed decisions about teaching strategies and resource allocation, ensure that instruction is effectively tailored to meet the needs of EL students. By identifying areas where students require additional support or intervention, the school can provide targeted assistance to help ELs overcome specific challenges in language acquisition. Additionally, the results from the ELPAC play a critical role in determining when a student has met the criteria for reclassification from English Learner status, which can significantly impact their educational trajectory and access to a broader range of opportunities. c) To meet the unique needs of English Learners with disabilities, the school will incorporate academic language development goals into their IEPs. This comprehensive approach facilitates a more inclusive learning 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) c) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) d) Chronic Absenteeism Rate (M1.5); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16) e) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13) f) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language
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<p>i) Investigate assessment tools to evaluate emerging English Learners' native literacy, ensuring access to rigorous, standard-aligned courses, primary language support, and biliteracy development.</p>	<p>environment, enabling students with disabilities who are also ELs to make meaningful progress both linguistically and academically. Ultimately, such targeted and integrated support structures are crucial for ensuring that all students have the opportunities and resources necessary to succeed in school and beyond.</p> <p>d) To develop schoolwide teaching strategies that meet the unique learning needs of EL students, the school's English Learner Achievement Department (ELAD) will meet regularly, collaborate, conduct data analysis, and share best practices with instructional staff. By analyzing performance and engagement data of EL students, ELAD can identify what methods are most effective in various aspects of education such as curriculum design, instructional strategies, and family involvement. This data-driven approach allows for continuous improvement in teaching practices and learning materials, ensuring they are aligned with the actual needs of EL students. Additionally, leveraging insights from data analysis ensures that professional development for teachers is relevant and impactful, promoting better outcomes for students.</p> <p>e) To monitor and respond to EL student language acquisition, the school will design and implement evidence-based formative and summative assessments by staff in personalized academic settings. Conducting these assessments one-on-one or in small groups ensures a tailored approach, allowing educators to precisely gauge each student's language proficiency and progress. This personalized assessment method helps</p>	<p>(M1.13)</p> <p>g) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p> <p>h) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)</p> <p>i) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)</p>	<p>Page 1196 of 3166</p>
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identify individual strengths and areas needing improvement, facilitating targeted instruction that effectively addresses specific learning needs. Additionally, this strategy enhances the reliability of the data collected, enabling schools to make informed decisions about language support programs and instructional interventions.

- f) To support EL students, acquire language proficiency and understanding of core content, the school will implement dynamic Integrated ELD strategies. By embedding language development within the teaching of subjects like math, science, and social studies, instructional staff will provide ELs with constant, context-rich opportunities to practice and enhance their English skills. This integrated approach ensures that ELs are not isolated in language classes but are actively applying and expanding their language skills in meaningful, academic contexts. As a result, it supports dual objectives—boosting English fluency and achieving grade-level content mastery—thus promoting overall academic success and equity in education.
- g) To offer a personalized and rigorous Designated ELD, the school will blend instructional tools such as Summit K12 with ELD Courses. This personalized approach ensures that instruction is precisely calibrated to each student's unique learning profile, promoting more effective language acquisition. By focusing on critical language skills that are essential for understanding and engaging with English-based academic content, this strategy supports ELs in becoming more proficient in English. Ultimately, such tailored instruction not only

enhances the students' ability to perform in English-speaking academic environments but also lays a strong foundation for their future educational success.

- h) To enhance instructional planning and teaching methods for EL students, the school will utilize programs such as Ellevation, Achieve3000, NWEA, and Summit K12. By utilizing a variety of instructional tools, school staff can gain a holistic view of each student's language acquisition progress, strengths, and areas needing improvement. This unified approach enables educators to tailor their instructional strategies more effectively, ensuring that interventions are specifically targeted to meet the individual needs of EL students. Ultimately, this facilitates a more personalized learning experience, accelerating language development and academic achievement for English Learners.
- i) To support the unique needs of emerging EL students, the school will research valid and reliable assessments to measure their native literacy skills. By accurately assessing these skills, school staff can ensure ELs have equitable access to rigorous, standards-aligned courses that are appropriate for their linguistic and academic levels. Additionally, providing primary language assistance and supporting biliteracy not only aids in the retention and development of the students' first language but also enhances their English acquisition. This comprehensive approach fosters academic success in both languages, supporting overall educational equity and proficiency.

Goal 1,
Action 7

Identified Needs of English Learners:

- a) Monitor the progress for all English Learner students, including Long-term ELs, newcomer, and Reclassified Fluent English Proficient (RFEP).
- b) Monitor the unique academic and language development challenges that LTELs face, which can differ significantly from those of other student groups.
- c) Prepare individual English Learner progress reports that provide a holistic view of each student’s educational progress.
- d) Communicate EL progress with parents and families, to build a strong school-home partnership that enhances parental engagement and involvement.
- e) Monthly data report summarizing English Learners’ performance on specific engagement and achievement indicators that guide decision-making related to instruction, curriculum, professional learning, and E&I initiatives.

The Actions below correspond with the identified Needs:

- a) To monitor and the analyze the academic progress of EL students, school staff will utilize Ellevation. This centralized tracking system enables educators to tailor instructional and supplemental support specifically to the needs of these students, promoting better educational outcomes by addressing individual and group challenges directly and timely. By consistently monitoring student progress and adjusting supports as needed, the school can ensure that all English Learner students are advancing towards fluency and academic success, crucial for their college and career readiness.
- b) To actively monitor LTELs academic progress, school instructional leaders will collaborate with teachers at strategic points throughout the school year: July, October, and January. These regular, scheduled reviews help educators make data-driven decisions, adjust educational strategies, and provide targeted support to address any emerging needs or challenges these students face. These PPEP Meetings serve as a structured opportunity for collaboration among educators, fostering a unified approach to enhance the educational trajectory of LTELs students towards achieving proficiency and academic success.
- c) To report and evaluate each EL students’ educational progress, the school will create an EL Progress Report aligned to the CA EL Roadmap. Teachers and staff will prepare these Progress Reports semesterly and identify areas where ELs may be struggling and how they can support development in

The Metrics below correspond with the Needs and Actions:

- a) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)
- b) ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13)
- c) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)
- d) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student Attendance (M1.16)
- e) Chronic Absenteeism Rate (M1.5); CAASPP ELA (M1.6); ELPI (M1.10); EL Reclassification Rate (M1.11); NWEA Reading (M1.12); NWEA Language (M1.13); Student

critical areas. Progress reports help maintain accountability by documenting and communicating the learner's advancements and remaining hurdles towards reclassification as Fluent English Proficient, ensuring that all educational partners, including teachers, parents, and administrators, are informed and can collaboratively support the student's educational path.

- d) To improve accountability and involvement of families of EL students, the school will provide ELD Progress Reports which highlight their child's language acquisition progress and academic achievements. Offering opportunities for families to meet and discuss these report cards with teachers facilitates open communication, enabling parents to better understand the educational system and their child's specific needs and goals.
- e) To enhance data analysis actions, the school's Data and Assessment Department staff will prepare a Monthly Storybook that summarizes student achievements for All Students, but for significant student groups as well, including English Learners. This regular, data-driven snapshot offers valuable insights into trends, areas needing attention, and opportunities gaps. Additionally, by focusing on equity and inclusion, the Monthly Storybook helps in identifying disparities in educational outcomes, prompting targeted professional development and/or adjustments to practices to support all English Learners comprehensively.

<p>Goal 3, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none"> a) Train school staff on how to support English learner students, aligned to key components of the CA EL Roadmap. b) Provide professional learning to school staff centered on effectively implementing the Altus Schools English Learner Plan. c) Provide professional learning to school staff focused on utilization of Summit K12 as an effective ELD instructional tool. d) Equip instructional staff with skills and knowledge necessary to support and integrate newcomer, immigrant, and refugee students in the school system. e) Enhance school staff’s ability to effectively integrate Achieve3000 into their teaching for English Learners. f) Equip school counselors with specialized knowledge and skills to effectively support low-income, foster youth, and first-generation students in preparing for and navigating the college application process, thereby increasing their college access and success rates. g) Train school staff to support and engage Homeless and Foster Youth. 	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none"> a) To meet the professional learning needs of staff, the school will provide ongoing and sustained training focused on the key components of the CA EL Roadmap. This will ensure teachers are equipped to deliver effective, research-based instruction tailored to English learner (EL) students, thereby enhancing their language proficiency and academic success. This training fosters an inclusive and equitable learning environment, promoting cultural understanding and respect for diversity. Ultimately, it supports compliance with state mandates, improves overall school performance, and prepares all students for college and career readiness. b) To ensure that the Altus Schools English Learner Plan is effectively implemented schoolwide, the English Learner Achievement Department (ELAD) will provide training, support, and coaching to instructional staff. This targeted professional development promotes the use of evidence-based instructional strategies, accurate assessment, and data-driven decision-making, fostering a more inclusive and equitable educational environment. Additionally, addressing both the academic and social-emotional needs of different EL typologies helps create a supportive and responsive learning atmosphere for all English learners. c) To ensure effective utilization of Summit K12, the school will provide professional learning to staff. This will equip teachers with targeted resources and strategies to deliver effective, personalized instruction, ensuring that 	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none"> a) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) b) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6) c) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11) d) Professional Development Hours (M3.1); ELAD Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11); Student Satisfaction (M3.6); Parent Satisfaction (M3.7) e) Professional Development Hours (M3.1); ELAD
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		<p>students' diverse needs are met. Additionally, the curriculum supports ongoing progress monitoring, allowing educators to make data-driven decisions that further support student success.</p> <p>d) To meet the professional learning needs of staff, the school will provide staff training focused on how to support and integrate newcomer, immigrant, and refugee students in the school system. Training will focus on cultural competence, trauma-informed teaching practices, and language acquisition strategies. Additionally, offering ongoing coaching and access to resources, such as multilingual support materials and community partnerships, ensures staff are well-prepared to address the diverse needs of these students. Creating opportunities for staff to collaborate and share best practices fosters a supportive learning environment for both educators and students.</p> <p>e) To improve staffs' ability to integrate Achieve3000 into their teaching, the school will provide professional learning focused on how to effectively implement the program and review best practices. The focus on data analysis enables teachers to track progress and tailor instruction to meet individual student needs, ensuring targeted support. This comprehensive approach leads to improved academic outcomes and greater overall success for English learners.</p> <p>f) To increase the rate of EL students, low-income, and foster youth enrolling in college, the school will provide specialized training to counselors. This will ensure all school counselors are equipped to support and</p>	<p>Trainings (M3.3); Training Relevance (M3.4); ELPI (M1.10); EL Reclassification Rate (M1.11)</p> <p>f) Student Satisfaction (M3.6); Parent Satisfaction (M3.7); UC a-g Requirements (M2.13)</p> <p>g) Professional Development Hours (M3.1); Training Relevance (M3.4); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)</p>
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provide tailored guidance on the college application process, including financial aid opportunities and scholarship applications. They can offer targeted workshops and one-on-one advising sessions to address the unique challenges faced by low-income, foster youth, and first-generation students. Additionally, counselors can create partnerships with community organizations and colleges to provide resources and support systems that facilitate college readiness and enrollment.

- g) To engage and support Homeless and Foster Youth, the school will equip staff with trauma-informed practices that create a safe and nurturing academic environment, sensitive to their unique experiences and needs. Training will also focus on how teachers can connect these students with school resources and community services to address barriers to learning, such as access to basic needs and mental health support. The school expects this action to improve engagement in school activities.

<p>Goal 4, Action 3</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none">a) A Homeless and Foster Youth Liaison who can identify and proactively address and support their academic, physical, mental health, and social-emotional needs.b) Provide specialized support and case management services to Foster Youth.c) Counseling and therapy for English Learner students, Low Income, and Foster Youth, helping them cope with trauma, stress, and emotional challenges.d) Provide resources and information for Foster Youth and Low-Income families to ensure these vulnerable groups have easy access to essential support and services.	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none">a) To ensure that the unique needs of Foster Youth are met, the school will employ a Liaison whose primary work function is to identify, monitor, and proactively address their unique needs. This proactive approach fosters a supportive and stable school environment, promoting better educational and personal outcomes for these vulnerable students.b) To provide specialized services to Foster Youth, the school's Homeless and Foster Youth Liaison will provide case management support by coordinating with teachers, counselors, and community resources to develop individualized plans that address each student's academic, physical, and emotional needs. The liaison will monitor student progress, offer ongoing mentorship, and facilitate access to essential services like tutoring, mental health counseling, and necessities. Additionally, they will serve as advocates, ensuring students' rights are protected and their voices are heard within the school system.c) To meet the counseling needs of English Learner Students, Foster Youth, and Low Income, the school will employ a licensed therapist that can provide services. This support enhances students' overall well-being, enabling them to focus better on their academics and participate more fully in school activities. Additionally, therapists provide a safe space for students to express themselves, fostering resilience and promoting a positive school environment.	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none">a) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)b) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6)c) Suspension Rate (M4.1); Expulsion Rate (M4.2); Chronic Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6)d) Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Student Satisfaction (M3.6); Parent Satisfaction (M3.7); Community Partners (M5.4)
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d) To provide Foster Youth and Low-Income families with information and resources, the school will utilize a Health and Wellness online hub. This hub will offer valuable information on physical and mental health, academic assistance, and community resources, helping to bridge gaps in care and support. Additionally, it empowers families and students by providing them with tools and information to navigate challenges, promoting overall well-being and academic success.

<p>Goal 5, Action 2</p>	<p>Identified Needs of English Learners (EL), Low Income (LI), and Foster Youth (FY):</p> <ul style="list-style-type: none">a) Provide an annual Family Resource Night at the beginning of the school year to educate parents and family members on available educational programs and services, uniquely designed for EL, LI, and FY.b) Coordinate transportation services for FY to ensure they have consistent and reliable access to education, including interaction opportunities with school staff and peers.c) Provide opportunities for parents of English Learner students to advocate for their children’s educational needs and contribute to school policies and programs that support their academic success.d) Provide clear and detailed updates to parents of English Learner students regarding language development and academic progress.e) Provide translated materials and resources to non-English speaking parents to ensure they have equal access to essential information and can fully participate in their child’s education.	<p>The Actions below correspond with the identified Needs:</p> <ul style="list-style-type: none">a) To inform and educate parents and family members regarding specialized programs and services, the school will host an annual Family Resource Night to empower them to better support their children’s academic journey. This event fosters stronger school-family partnerships, enhancing communication and collaboration between educators and families of historically underserved student groups. Additionally, it promotes equity by ensuring all families have the information and resources needed to access and benefit from the school's educational offerings, ultimately improving student outcomes.b) To ensure that Foster Youth receive equitable access to education and interaction opportunities, the school will coordinate transportation services. This stability supports their academic achievement and emotional well-being by allowing them to remain in a familiar school environment. Additionally, it ensures compliance with legal mandates, promoting equity and educational continuity for foster youth.c) To increase parental engagement and advocacy opportunities, the school will facilitate interactive ELAC meetings, fostering a collaborative environment where parents’ insights and concerns may shape strategies. This engagement leads to more tailored support for English learners, improving their academic outcomes and overall school experience. Additionally, conducting an annual Needs Assessment ensures that the English Learner Plan remains responsive to	<p>The Metrics below correspond with the Needs and Actions:</p> <ul style="list-style-type: none">a) Parental Involvement (M5.2); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16); Parent Satisfaction (M3.7)b) Community Partners (M5.5); Absenteeism Rate (M1.5); Student Attendance Rate (M1.16)c) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7)d) Parental Involvement (M5.2); ELPI (M1.10); EL Reclassification Rate (M1.11); Parent Satisfaction (M3.7)e) Parental Involvement (M5.2); Parent Satisfaction (M3.7)
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evolving needs and challenges faced by English learners and their families.

- d) To report student language development and academic progress to parents of English Learners, the school will develop and share ELD Progress Reports thru conferences. This engagement helps parents better understand their child's strengths and areas for improvement, enabling them to contribute meaningfully to goal setting. Consequently, this collaborative approach ensures that educational strategies are more personalized and effective in supporting the success of English Learners.
- e) To ensure that all parents can access essential information, the school will provide translated materials and resources by hiring multilingual staff or professional translation services to accurately translate important documents and communication. Additionally, the school will use translation technology tools to make real-time translation available for meetings and events. The school will also establish a dedicated support system, such as a multilingual help desk or family advocate, to assist parents in accessing and understanding these translated materials.

For any limited 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, as applicable.

In our plan, all Actions undertaken to meet the increased or improved services requirement are directly associated with specific funding sources. The school had a total of eight Contributing Actions, five of which were Limited Actions. Each action has been carefully planned and budgeted to ensure adequate financial resources are allocated to support their implementation. By linking every action to its respective funding source, we maintain transparency and accountability in our efforts to enhance educational services. This comprehensive approach

Additional Concentration Grant Funding

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 targeted tutoring to increase student progress and course completion rates, particularly for unduplicated pupils. These roles are essential for facilitating 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. To achieve this, HR has expanded their recruitment channels to tap into broader talent pools and connect with highly skilled individuals. They utilize platforms such as EDJOIN, LinkedIn, and Handshake for recruitment. Additionally, HR participates in both virtual and in-person job fairs, posts flyers throughout the community, and partners with surrounding colleges and universities. These efforts reflect the school's dedication to securing the best possible staff to support student success.

Staff-to-student ratios by type of school and concentration of unduplicated students	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	54:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16:1

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,973,865	\$ 1,192,398	30.006%	0.000%	30.006%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,742,459	\$ 739,261	\$ -	\$ 292,966	\$ 4,774,686.00	\$ 3,791,826	\$ 982,860

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Utilize Academic Achievement Data for All Students to Inform Instructional Planning	All	No	LEA-Wide	All	All	Ongoing	\$ -	\$ 3,487	\$ -	\$ -	\$ -	\$ 3,487	\$ 3,487	0.000%
1	2	English Language Learner Assessment and Support Framework	English Learners	Yes	Limited	English Learners	All	Ongoing	\$ 186,721	\$ -	\$ 186,721	\$ -	\$ -	\$ -	\$ 186,721	0.000%
1	3	Personalized Academic Instruction and Support for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 869,654	\$ 39,686	\$ 799,799	\$ 96,449	\$ -	\$ 13,092	\$ 909,340	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	English Learners, Low-Income, Homeless & Foster Youth	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 501,123	\$ 50,997	\$ 428,668	\$ -	\$ -	\$ 123,452	\$ 552,120	0.000%
1	5	Academic Instruction and Support for Students with Disabilities	SWD	No	Limited	SWD	All	Ongoing	\$ 774,814	\$ 99,122	\$ 519,516	\$ 313,820	\$ -	\$ 40,600	\$ 873,936	0.000%
1	6	Systematic Approach to Monitor Academic Engagement and Achievement for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 41,034	\$ -	\$ 39,414	\$ -	\$ -	\$ 1,620	\$ 41,034	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	English Learners, Low-Income, Homeless & Foster Youth	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	Ongoing	\$ 399,428	\$ -	\$ 340,043	\$ -	\$ -	\$ 59,385	\$ 399,428	0.000%
2	1	Standards Aligned Course of Study and Curriculum for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 169,746	\$ 62,881	\$ 208,255	\$ 24,372	\$ -	\$ -	\$ 232,627	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	English Learners & Low-Income	Yes	LEA-wide	English Learners & Low-Income	All	Ongoing	\$ 180,819	\$ 31,781	\$ 186,781	\$ -	\$ -	\$ 25,819	\$ 212,600	0.000%
2	3	Strategies and Resources for All Students Designed to Increase College and Career Preparedness	All	No	LEA-Wide	All	All	Ongoing	\$ 302,341	\$ 2,279	\$ -	\$ 304,620	\$ -	\$ -	\$ 304,620	0.000%
3	1	Professional Development Focused on Improving Academic Performance for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 50,924	\$ 2,040	\$ 50,924	\$ -	\$ -	\$ 2,040	\$ 52,964	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 11,073	\$ -	\$ 4,734	\$ -	\$ -	\$ 6,339	\$ 11,073	0.000%
3	3	Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth	All	No	LEA-Wide	All	All	Ongoing	\$ 12,185	\$ -	\$ 2,698	\$ -	\$ -	\$ 9,487	\$ 12,185	0.000%
4	1	Safe and Supportive Schools for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 57,383	\$ 8,681	\$ 66,064	\$ -	\$ -	\$ -	\$ 66,064	0.000%
4	2	Social, Emotional and Behavioral Support Systems for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 41,468	\$ 9,600	\$ 43,669	\$ -	\$ -	\$ 7,399	\$ 51,068	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Low-Income & Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	Ongoing	\$ 88,389	\$ -	\$ 88,143	\$ -	\$ -	\$ 246	\$ 88,389	0.000%
5	1	Engagement Opportunities and Innovative Teaching Approaches for All Students	All	No	LEA-Wide	All	All	Ongoing	\$ 89,108	\$ 671,806	\$ 760,914	\$ -	\$ -	\$ -	\$ 760,914	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	English Learners, Low-Income & Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	Ongoing	\$ 15,616	\$ 500	\$ 16,116	\$ -	\$ -	\$ -	\$ 16,116	0.000%

2024-25 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
\$ 3,973,865	\$ 1,192,398	30.006%	0.000%	30.006%	\$ 1,251,206	0.000%	31.486%	Total:	\$ 1,251,206
								LEA-wide Total:	\$ 615,449
								Limited Total:	\$ 635,757
								Schoolwide Total:	\$ -

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	English Language Learner Assessment and Support Framework	Yes	Limited	English Learners	All	\$ 186,721	0.000%
1	4	Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rates	Yes	LEA-wide	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 428,668	0.000%
1	7	Systematic Approach to Monitor Academic Performance and Progress for English Learners	Yes	Limited	English Learners, Low-Income, Homeless & Foster Youth	All	\$ 340,043	0.000%
2	2	Specialized Academic Programs and Strategies to Accelerate Learning	Yes	LEA-wide	English Learners & Low-Income	All	\$ 186,781	0.000%
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	\$ 4,734	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income Students and Foster Youth	Yes	Limited	Low-Income & Foster Youth	All	\$ 88,143	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Limited	English Learners, Low-Income & Foster Youth	All	\$ 16,116	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,581,547.00	\$ 4,324,104.00

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	\$ 6,084	\$ 4,781
1	2	Evaluate English Language Proficiency for English Learners	Yes	\$ 156,069	\$ 144,660
1	3	Academic Instruction and Support for All Students	No	\$ 937,651	\$ 810,428
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 649,706	\$ 505,753
1	5	Academic Instruction and Support for Students with Disabilities	No	\$ 817,343	\$ 848,772
1	6	Systematic Monitoring of Academic Performance for All Students	No	\$ 40,604	\$ 41,908
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 367,738	\$ 404,464
2	1	Standards Aligned Course of Study and Curriculum for All Students	No	\$ 195,965	\$ 189,263
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 200,024	\$ 206,265
2	3	College/Career Pathways for All Students	No	\$ 242,981	\$ 281,017
3	1	Professional Development Focused on Improving Academic Performance for All Students	No	\$ 45,864	\$ 41,658
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 18,446	\$ 18,324
4	1	Safe and Supportive Schools for All Students	No	\$ 55,119	\$ 59,079
4	2	Social, Emotional and Behavioral Support Systems for All Students	No	\$ 40,388	\$ 33,700
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 108,370	\$ 101,631
5	1	Engagement Opportunities for All Students	No	\$ 683,928	\$ 615,610
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 15,267	\$ 16,791

2023-24 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)
\$ 1,104,797	\$ 1,193,286	\$ 1,204,047	\$ (10,761)	0.000%	0.000%	0.000% - 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	\$ 156,069	\$ 144,660.00	0.000%	0.000%
1	4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	\$ 348,565	\$ 368,276.00	0.000%	0.000%
1	7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 367,738	\$ 399,202.00	0.000%	0.000%
2	2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	\$ 192,608	\$ 173,025.00	0.000%	0.000%
3	2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	\$ 13,768	\$ 7,488.00	0.000%	0.000%
4	3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	\$ 99,370	\$ 94,605.00	0.000%	0.000%
5	2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	\$ 15,168	\$ 16,791.00	0.000%	0.000%

2023-24 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)
\$ 3,892,533	\$ 1,104,797	0.000%	28.382%	\$ 1,204,047	0.000%	30.932%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves. Page 1216 of 3166

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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or Page 1217 of 3166
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified 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.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP. Page 1222 of 3166

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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. Page 1225 of 3166
- 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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable. [Page 1227 of 3166](#)

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section. [Page 1232 of 3166](#)

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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. Page 1238 of 3166

- **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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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 students at **Mirus Secondary** 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 at **Mirus Secondary** do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**
- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- *The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and*
- *The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)*

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

Mirus Secondary'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Mirus Secondary'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Mirus Secondary'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Mirus Secondary'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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language					X

Support for Teachers and Administrators

Mirus Secondary'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:¹

- 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.	5 – Full Implementation and Sustainability
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 has made significant progress in building strong relationships between school staff and families: key strengths and progress in this area include:

- **High-quality Teachers:** Each student is assigned a high-quality Teacher who is responsible for supervising all subjects and providing personalized attention. This close relationship ensures teachers can adjust assignments to meet student needs and goals and facilitates timely communication with parents.
- **Parental Involvement:** The school emphasizes the importance of parental involvement in student success. Parents are encouraged to set high expectations, talk about school daily, monitor schoolwork, establish daily homework routines, stay aware of test schedules, and maintain regular contact with teachers. This partnership approach helps in creating a supportive environment for students.
- **Family Resources:** The school provides extensive resources for families, including financial aid information, standardized testing support, and help with college admissions. These resources are designed to assist families in navigating the academic landscape and supporting their children's educational journey.
- **Personalized Learning Environment:** The school operates with a low student-to-teacher ratio, allowing for personalized attention and the ability to build strong, individualized relationships. Teachers are deeply familiar with their students' academic levels and progress, which fosters a more tailored and supportive learning experience.
- **Regular Communication:** The school ensures regular communication through weekly conferences where parents receive updates on their child's progress, attendance, behavior, and upcoming events. This continuous engagement keeps parents informed and involved in their child's education.

These efforts collectively enhance the relationship between school staff and families, ensuring that students receive the support they need to succeed both academically and socially. 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 98.5% of parents report being able to provide input and feedback to the school through multiple ways. 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. 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. 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 LEA's focus areas for improvement in building relationships between school staff and families include increasing parental participation in the Family Learning Series to foster a deeper engagement with their children's education. They aim to encourage parents to support their students in excelling in mathematics by providing resources and strategies to reinforce learning at home. Another focus is to gather more input from parents on specific needs such as language development and mental health, ensuring that the school's programs are tailored to address these critical areas. These efforts are designed to create a more collaborative and supportive environment for students and their families.

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 interpreters have been 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. Parent Square further provides communication and engagement opportunities between the educational partners and 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.	5 – Full Implementation and Sustainability
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in building partnerships for student success include providing a highly personalized academic experience through one-on-one instruction and small group sessions. The school emphasizes rigorous academic standards and regular assessments to ensure students meet or exceed expectations. The school offers various opportunities such as college courses, career technical education, internships, and leadership roles through programs like the California Cadet Corps. Additionally, the school engages students, parents and community partners in creating Pathways Personalized Education Plans to support individual student goals and needs.

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.**

The LEA's focus areas for improvement in building partnerships for student outcomes include enhancing math resources and instructional support to boost student proficiency in mathematics. They also aim to strengthen college and career planning and guidance to ensure students are well-prepared for post-secondary education and career paths. Additionally, a focus is placed on improving strategies to help students graduate on time by providing targeted interventions and personalized support. These efforts are designed to create a more robust support system for student success.

Based upon information collected from students, the school will maintain or expand 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.

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. 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. Demographically, the LEA is majority-minority, majority SED, and a higher percentage of students with disabilities than the surrounding community. All students have full access to the courses and opportunities offered at the school. The school continues to solicit input from educational partners to identify and address student and family needs and to break down barriers to success.

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.	5 – Full Implementation and Sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability
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.	5 – Full Implementation and Sustainability

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 LEA's current strengths and progress in seeking input for decision-making include actively involving teachers, principals, administrators, school personnel, parents, and students through diverse engagement methods. Teachers contribute via the Staff LCAP Engagement Survey, ELAC Instructional Meetings, and professional learning sessions. Principals and administrators provide input through team huddles, SSC meetings, and strategic planning sessions. Parents participate in surveys, Open House, and Senior Night events, while students share their perspectives through surveys, School Site Council meetings, and various school events that focus on family engagement and provide opportunities for input into the school's programs. This inclusive approach ensures the LCAP reflects the needs and priorities of all stakeholders, fostering a collaborative environment for student-centered actions and priorities.

The school engages educational partners in its processes for continuous improvement and prioritizes building the capacity of staff and families to engage in advisory groups and decision making. The

school provides training for SSC members annually and holds regular meetings to develop, refine, and update the LCAP. 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 training, resources, support, and feedback opportunities throughout the school year. In 2023-2024 the school received input from 142 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.

The LEA's focus areas for improvement in seeking input for decision-making include increasing parent and student participation in surveys, increasing attendance for the Family Learning Series, College/Career week, and engaging more in Open House and other school events. By enhancing these engagement methods, the LEA aims to gather more comprehensive and diverse feedback from parents, ensuring that their perspectives are effectively incorporated into the decision-making process. This approach is intended to create a more inclusive and responsive environment that better supports the needs and priorities of students and their families.

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 in two-way communication 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 continue to provide translated materials and resources for parents and family members of English Learners.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 6 are provided below.

School Climate (LCFF Priority 6)

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code 52052*, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts.

1. **DATA:** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Mirus Secondary (Mirus) administers both an Annual LCAP Educational Partner Engagement Survey and the California Healthy Youth Survey (CHYS). The LCAP Survey is administered to students and parents to measure perceptions on conditions of learning, student outcomes, and engagement. The CHSK Core and Behavioral Health Modules were administered to students grades 7, 9, and 11.

Over the last five years, LCAP 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 the school's LCAP. To monitor the success of Mirus'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 2023-2024, Mirus exceeded this metric.

Student participation in the CHYS is voluntary. An important factor affecting the quality of survey results on the CHYK survey is participation rate. The validity and representativeness of the results is diminished if the student response rate is lower than 70 percent. Mirus's response rate on the CHYS at each grade level was Grade 7 (31%), Grade 9 (18%), and Grade 11 (26%) for CHYS Core and Grade 7 (31%), Grade 9 (16%), and Grade 11 (22%) for CHYS Behavioral Health.

2. **MEANING:** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In 2023-2024, 98.7% of students reported that they felt safe at Mirus and 100% of parents reported that they feel their child is safe at the school. 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 2023-2024 Mirus's suspension rate was 0% and expulsion rate was 0%.

Results are not provided by CHYS if there are fewer than 10 responses for a grade level and/or student group. Mirus didn't receive disaggregated results for SPED, EL's, LTEL's, Foster/Homeless or any Racial/Ethnic group except Hispanic. Key learnings included that 41% of 9th graders and 31% of 11th reported experiencing sadness/hopelessness and 23% of 9th and 0% of 11th graders reported having considered attempting suicide in the past 12 months. For Hispanic students it was 44% of 9th and 25% of 11th experiencing sadness/hopelessness and 22% of 9th and 0% of 11th having considered suicide in the past 12 months. 5% of students in 9th and 0% in 11th reported having used alcohol or drugs in the past 30 days. For Hispanic students 6% of 9th and 0% of 11th reported drug or alcohol use in the past 30 days and 11% of 9th and 8% of 11th reported vaping in the past 30 days. 26% of 9th and 21% of 11th graders reported 3 or more monthly absences in the past 30 days while for Hispanic it was 26% of 9th and 23% of 11th. 48% of students in 9th and 36% in 11th reported bedtime of 12am or later, and 70% of students in 9th and 57% in 11th reported eating breakfast today. Most students (82% in 9th and 86% in 11th) reported having caring adult relationships at school. Among Hispanic students the results were 83% 9th and 85% 11th. 91% of students in 9th and 100% in 11th report that teachers at the school treat students fairly. 70% of 9th and 60% of 11th graders reported overall life satisfaction and for Hispanic, 69% of 9th and 62% of 11th reported life satisfaction. In the past 12 months 38% of 9th and 42% of 11th grade students reported wanting to receive mental health services, 24% of 9th and 25% if 11th reported receiving mental health services and 24% of 9th and 25% of 11th reported barriers to receiving services.

3. **USE:** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Mirus has implemented the administration of the California Healthy Kids Survey (CHKS) in addition to an Annual LCAP Stakeholder Engagement Survey to aide in to evaluate students' perceptions of mental health, social-emotional health and overall school climate and connectedness. Based on the results of the CHYS, the school's educational partners have provided feedback the continue to have additional academic, physical, emotional, and mental health needs and there continue to be elevated needs for mental health services. To address these needs Mirus has a school meal program, provides an annual Family Resource Night to educate parents and family members on available programs and services. The school provides a Healthy Youth Therapist to provide additional and targeted counseling services and referrals and a Homeless and Foster Youth Liaison to proactively address and support students' academic, physical, mental health, and social-emotional needs. Both contribute to improving educational outcomes, promoting stability, and fostering a supportive and inclusive environment for these vulnerable populations. While students continue to have socioemotional and health related needs, over 90% of students surveyed report high levels of satisfaction with school safety and their overall experience at Mirus.

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 2023-2024 **Mirus Secondary** served 290 students in grades k-12. The student demographics include:

- Percentage of Students with Disabilities: 16.6%
- Percentage of English Learners: 10.0%
- Percentage of Socioeconomically Disadvantaged: 78.6%
- Percentage of Homeless and Foster Youth (FY): 4.5%

Mirus Secondary 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 Secondary 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.**

Mirus Secondary'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 Secondary** 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 **Mirus Secondary** 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.

Cristina Stevens

DATE: 06/13/24

TO: Mary Bixby, Superintendent School Services and Founder
Wayland Myers, Chairman, Altus Schools Southern California Board of Directors

FROM: Cristina Stevens

RE: Parent Representative Board Member – Letter of Resignation

Dear Mary and Wayland,

I am writing to formally resign from my position as a Parent Representative Board Member at Altus Schools Southern California, effective June 30, 2024.

As per the Bylaws, it is necessary for a Parent Representative Board Member to have a child attending the school, and my son, who was a student at Audeo Valley Charter School, has recently graduated.

Thanks to all the teachers specially to Katherine Van for her commitment and dedication to her students. My son Ashton has grown and blossomed thanks to her and to Mr. Kitson through the Cadet Corps program.

I have greatly appreciated the opportunity to serve as a Parent Representative Board Member. Thank you for the privilege of being part of Altus Schools Southern California.

Sincerely,

Cristina Stevens

Resolution # 202406
Altus Schools Southern California

RESOLUTION
AUGMENTATION PAY FOR EMPLOYEES

WHEREAS, Altus Schools Southern California (“Altus”), dba Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary recognizes the valuable services that were provided by its employees during the 2023-2024 school year;

WHEREAS, Altus anticipates that its employees will continue to provide valuable services in the upcoming school year;

WHEREAS, Altus considers it critical to retain its best and brightest employees; and

WHEREAS, Altus wishes to recognize the efforts and commitment of its employees and encourage future retention by providing employees with a one-time discretionary - augmentation pay of a reasonable amount;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Altus Schools Southern California (the “Board”) that:

1. Employees who remain employed with Altus as of June 26, 2024, shall be eligible to receive an augmentation pay.
2. The augmentation pay shall be in the amount of 5% of the annual base salary (adjusted FTE during the fiscal year) for monthly salaried employees and 5% percent of the annual earnable compensation for current hourly employees for the 2023-2024 school year.
3. The augmentation pay shall be prorated based on an employee’s Full-Time Equivalency (FTE) status.
4. The augmentation pay shall be provided as a lump sum on July 12, 2024.
5. Contract workers, volunteers and vendors are not employees and therefore are not eligible for an augmentation pay.
6. All certificated and classified job positions, including the Deputy Superintendent Schools Services position, are eligible for the augmentation pay. The Superintendent School Services and Founder, and the Chief Business Officer, are not eligible for the augmentation pay.

PASSED AND ADOPTED by the Board of Altus this 26th day of June, 2024, by the following vote:

AYES:
NOES:
RECUSE:
ABSENT:

Resolution # **202406**
Augmentation Pay for Employees
Page 2 of 2

The undersigned Board Chair of the Governing Board of Altus Schools Southern California, does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of the said Board.

Wayland Meyers
Board Chair

ALTUS SCHOOLS EAST COUNTY

CHARTER RENEWAL PETITION

Submitted to the Grossmont Union High School District Board of
Education **July xx**, 2024

Charter Term: July 1, 2025 – June 30, 2030

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- II. Middle School Sample Curriculum Scope and Sequence
- JJ. High School Sample Curriculum Scope and Sequence
- KK. Proof of 501(c)(3) tax exempt status

Affirmations and Declaration

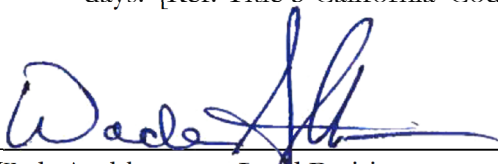
I, Wade Aschbrenner, hereby certify that the information submitted in this petition for renewal of a California public charter school named *Altus Schools East County* (“**ASEC,**” or the “**Charter School**”), operated by Altus Schools Southern California (“Altus Schools”), a California nonprofit corporation, 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 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 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, admission 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 and 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]



Wade Aschbrenner, Lead Petitioner
 Altus Schools East County

6/12/2024

Date

Introduction

BACKGROUND

The California State Board of Education approved a charter for Grossmont Secondary (“GSS”) on May 11, 2017, after the Charter School’s petition was denied by Grossmont Union High School District (“GUHSD”) and the San Diego County Board of Education. The Charter School was approved for a five-year term, from 2017-2022. The charter term was thereafter extended by two years, through June 30, 2024, pursuant to Education Code Section 47604.4, and one additional year by SB 114 (2023), through June 30, 2025. The Charter School submits this renewal charter to GUHSD pursuant to Education Code Section 47605.9(b).

Grossmont Secondary is operated by Audeo Charter School corporation. The Audeo corporation is organized and operated exclusively for educational and charitable purposes and accordingly maintains tax exempt status within the meaning of §501(c)(3) of the Internal Revenue Code.

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

Grossmont Secondary is now named **Altus Schools East County and is operated by Altus Schools Southern California.**

ASEC¹¹ 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.

¹¹ *“Altus Schools East County was previously known as Grossmont Secondary School or Grossmont Secondary according to the CDE’s Charter School Locator. All references to Altus Schools East County are intended to include the school’s historical name, Grossmont Secondary. 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 from 2017-2018 to 2023-2024

Number of Student Served from Grossmont Union High School District							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students Served from GUHSD	325	419	497 <i>COVID Surge</i>	471 <i>COVID Surge</i>	418	351	327*

*YTD as of March 2024

Shown in **Figure 1** above is the total number of students from GUHSD served by ASEC by school year. ASEC has served an average of approximately 400 students per year between 2017 and 2023.

Solid Financial Plan

The five-year period from July 1, 2018, through June 30, 2023, has shown steady growth in Altus Schools East County's reserve, from \$1,460,318 as of June 30, 2018, to \$4,930,354 as of June 30, 2023. This represents an average contribution to the Charter School's reserve of \$694,007 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 \$300,238 in FY 2025-26, \$310,662 in FY 2026-27, \$321,898 in FY 2027-28, and \$335,384 in FY 2028-29.

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 2022-23. 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.

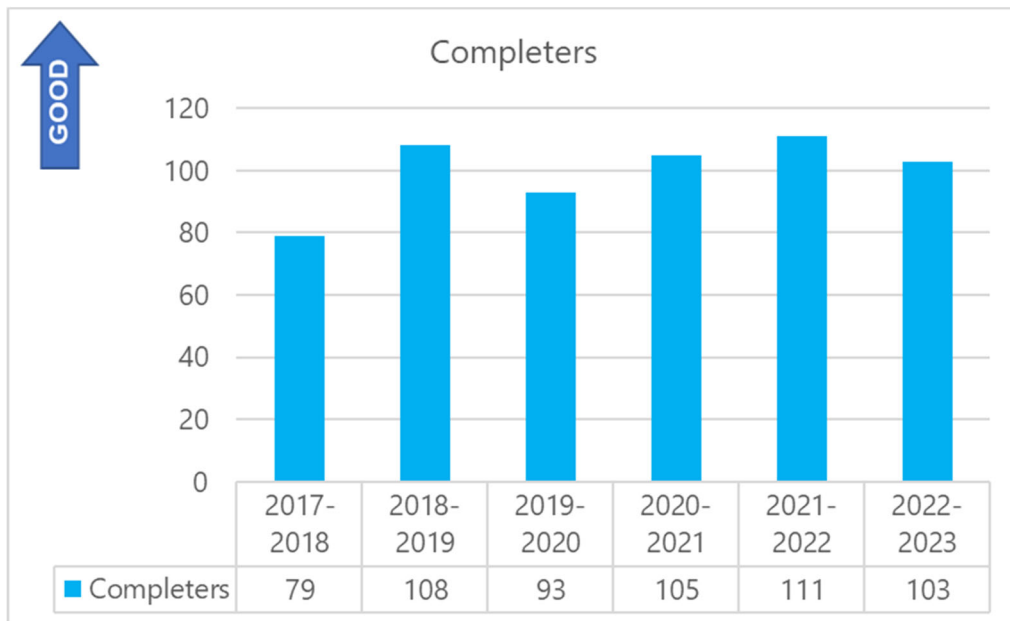
In addition, since the beginning of the operation of the Grossmont Secondary in 2017, the operation and financial audits have been consistently clean with no audit findings.

ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

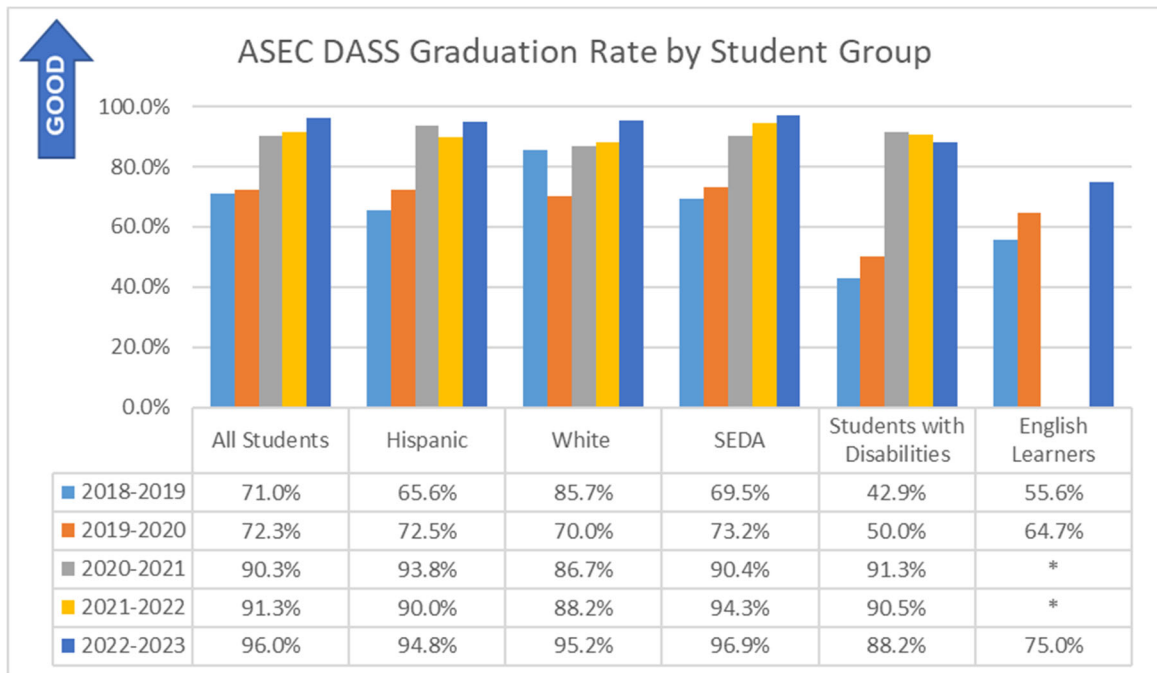
Some of ASEC's accomplishments over the prior charter term include:

- In the last six years, nearly 600 ASEC 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

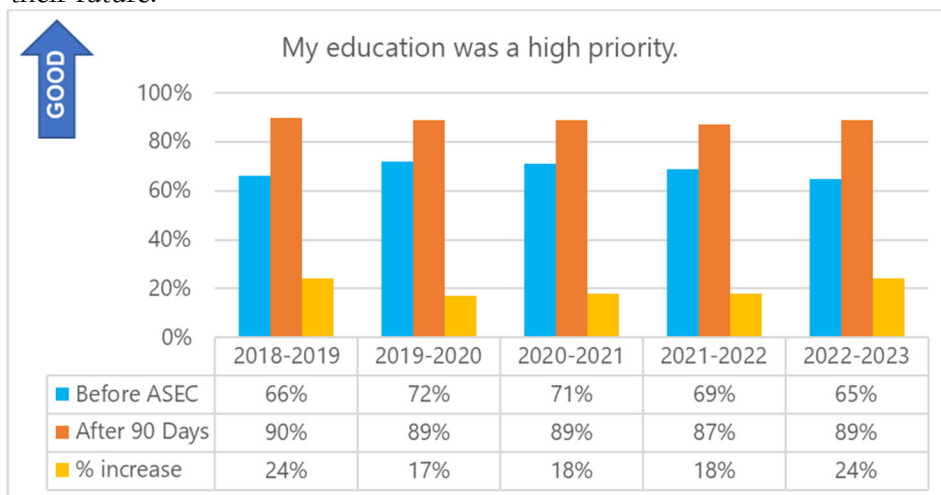
(“GED”), High School Equivalency Test (“HiSET”) or California High School Proficiency Exam (“CHSPE”)



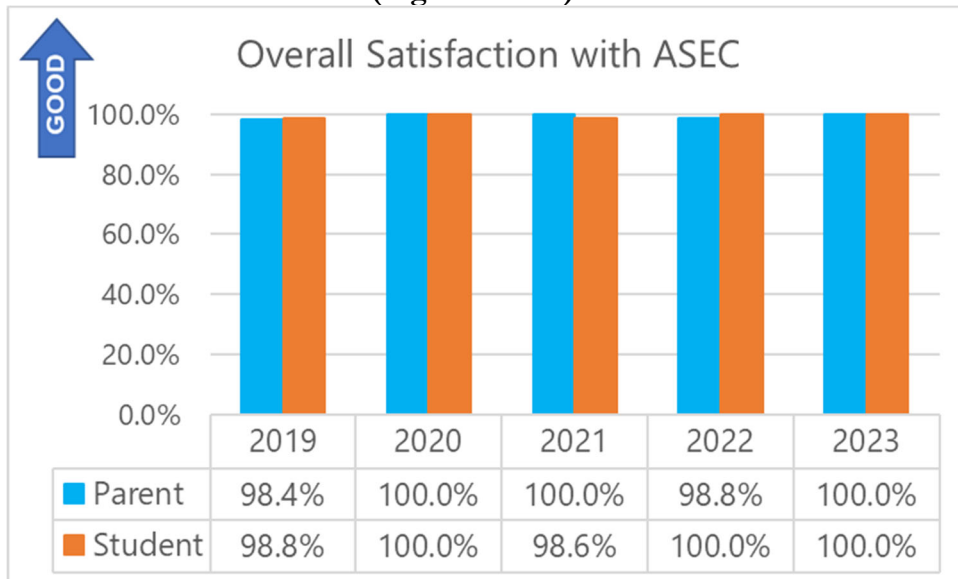
- ASEC has consistently been in good standing with its authorizer and the CDE has determined that ASEC is in compliance with the ASEC charter petition and the MOU between the State Board of Education and ASEC each year since its establishment in 2017 (**Appendix A**).
- ASEC has consistently met all local indicators on the California School Dashboard (**Figure 11**).
- ASEC outperformed comparable Dashboard Alternative School Status (“DASS”) schools (schools that students may otherwise attend in the District or communities served) in the California Assessment of Student Performance and Progress (“CAASPP”) 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 (25.0%), Hispanic students (29.2%), SED students (27.4%) and Students with Disabilities (44.3%) (**Figure 16**).



- As a DASS school, ASEC 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 and 2023 for All significant student groups **(Figure 18)**.
- ASEC continues to provide a safe and supportive learning environment for all the students it serves. ASEC’s educational setting allows students to focus on academics and learn positive behaviors as reflected by ASEC’s perfect 0% suspension and 0% expulsion rates over the last five years **(Figures 19-20)**.
- Over the last five years ASEC 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 2023 ASEC achieved a 6.5% Chronic Absenteeism rate. This was 19.7% lower than the San Diego County DASS Schools Average and 40.6% lower than the State DASS average. (**Figure 22**)
- In 2023 ASEC Dashboard result for English Learner Progress was 20% higher than the county DASS average and 25% 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 95% (**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, ASEC 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 11 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
 - Teacher Education -
 - Retail Sales and Marketing
- ASEC currently has 10 courses articulated for college credit:

- Entrepreneurship 1, 2
 - Child Development 1, 2
 - Design Careers 1, 2
 - Environmental Sustainability 1, 2
 - Hospitality Management 1, 2 and Tourism and Recreation 3, 4
 - Information and Communication Technology 1,2
 - Health Science Concepts 1, 2
 - Photography 1, 2
 - Teacher Education 1, 2
 - Retail Sales and Marketing 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 10 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 United States Government and Politics 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 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 (“DASS”) schools. Each of the 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).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

ASEC is a DASS school, entitled to presumptive approval because it met the agreed-upon alternative metrics.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. 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. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten 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

Altus Schools East County Dashboard State and Local Indicators (2022)

The following charts reflect the Charter School’s 2022 and 2023 Dashboard performance indicators.

The Charter School's Dashboard State Indicators – 2022

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Medium	N/A
Academic Engagement	Graduation Rate	Very Low	N/A
Academic Performance	English Learner Progress	N/A	N/A
Academic Performance	College/Career	N/A	N/A
Academic Performance	English Language Arts	Low	N/A
Academic Performance	Mathematics	Low	N/A
Conditions & Climate	Suspension Rate	Very Low	N/A

The Charter School's Dashboard State Indicators - 2023

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Medium	Yellow
Academic Engagement	Graduation Rate	Very Low	Red
Academic Performance	English Learner Progress	High	N/A
Academic Performance	College/Career	Low	N/A
Academic Performance	English Language Arts	Medium	Green
Academic Performance	Mathematics	Very Low	Red
Conditions & Climate	Suspension Rate	Very Low	Blue

The Charter School's Dashboard Local Indicators –2022

Local Indicator	Status
Basics: Teachers, Instructional 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

The Charter School's Dashboard Local Indicators –2023

Local Indicator	Status
Basics: Teachers, Instructional 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 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, 2022 and 2023 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(c)(7), in preparation for charter renewals of DASS schools, ASEC collaborated with the current chartering authority to develop 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 Charter 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>	
State and Local Measure	CAASPP (SBA) ELA Dashboard Distance from Standard
The target has been	MET

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

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools East County	16.2	COVID	COVID	-8.5	8.5
MERIT Academy	-99.2	COVID	COVID	-257.9	-333
Chapparal	***	COVID	COVID	***	***
Diego Valley East	-74.5	COVID	COVID	-71.7	-61.2
SD County DASS Avg	-68.8	COVID	COVID	-90.8	-135.9
State DASS Avg	-81.2	COVID	COVID	-114.7	-118.2

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

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

In accordance with the criteria identified in the ASEC DASS Renewal MOU, addressing results on the CAASPP English Language Arts (“ELA”) assessments Distance from Standard (“DFS”) for students enrolled as of the California Basic Educational Data System (“CBEDS”) submission date, the Charter School’s 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 an 8.5 DFS for all students on the 2023 Dashboard Academic Indicator in ELA. ASEC’s DFS on CAASPP ELA improved by 17 points from the 2022 to the 2023 Dashboards. ASEC’s 2023 ELA DFS result on the Dashboard was over 140 points higher than the San Diego County DASS average and over 120 points higher than the DASS state average (**Figure 3**). **This result significantly 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>	
State and Local Measure	CAASPP ELA Dashboard Distance from Standard
The target has been	MET

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

CAASPP Dashboard Academic Indicator Math DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools East County	-98.5	COVID	COVID	-107	-142.7
MERIT Academy	-198.3	COVID	COVID	-233.1	-283.7
Chapparal	***	COVID	COVID	***	***
Diego Valley East	-166.7	COVID	COVID	-182.1	-172.8
SD County DASS Avg	-157.5	COVID	COVID	-157.3	-185.2
State DASS Avg	-162.7	COVID	COVID	-164.6	-192.8

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

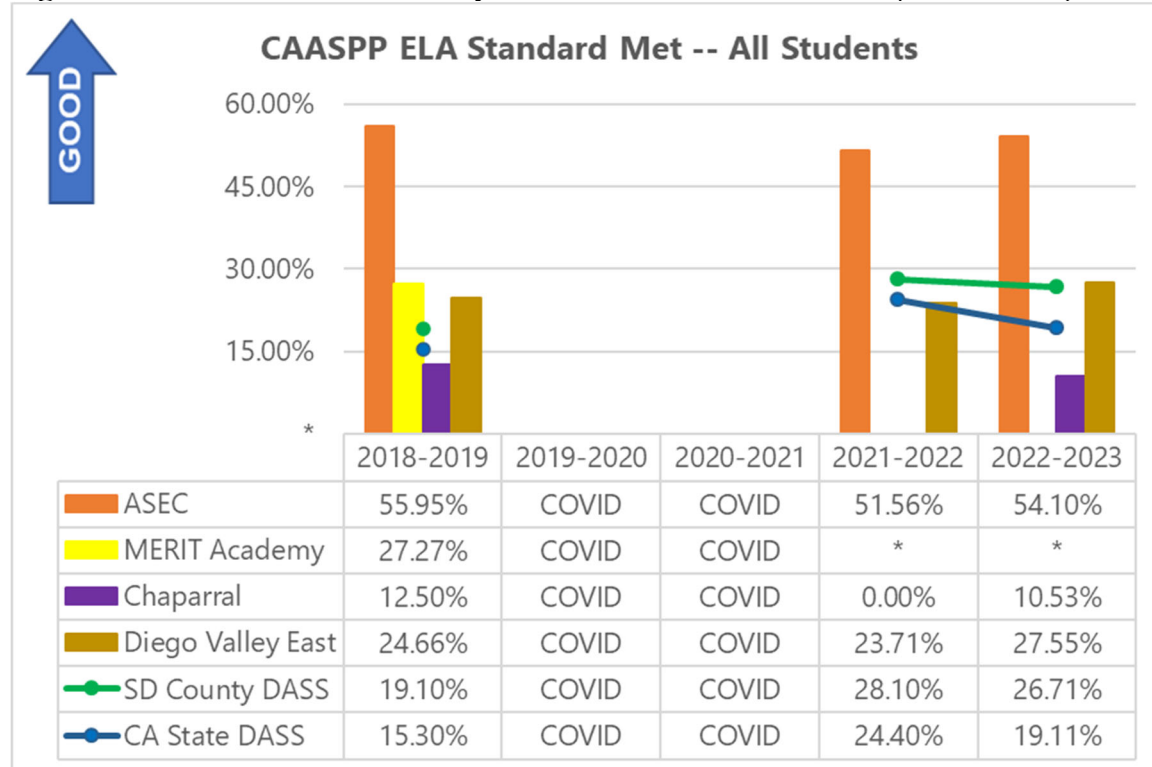
Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

The target identified in the ASEC’s DASS Renewal MOU addressing results on the CAASPP Mathematics assessments Distance from Standard is for students enrolled as of the CBEDS submission date 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 -142.7 DFS for all students on the 2023 Dashboard Academic Indicator in Mathematics. ASEC’s Math DFS result on the Dashboard was over 40 pts higher than the San Diego County DASS average and over 50 pts higher than the statewide DASS average (**Figure 4**). **This result also significantly outperforms the other comparable DASS schools serving the same region as ASEC.**

DASS Charter School Renewal MOU Criteria #3

State and Local Measure	CAASPP Assessments ELA Proficiency Rate
The target has been	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)

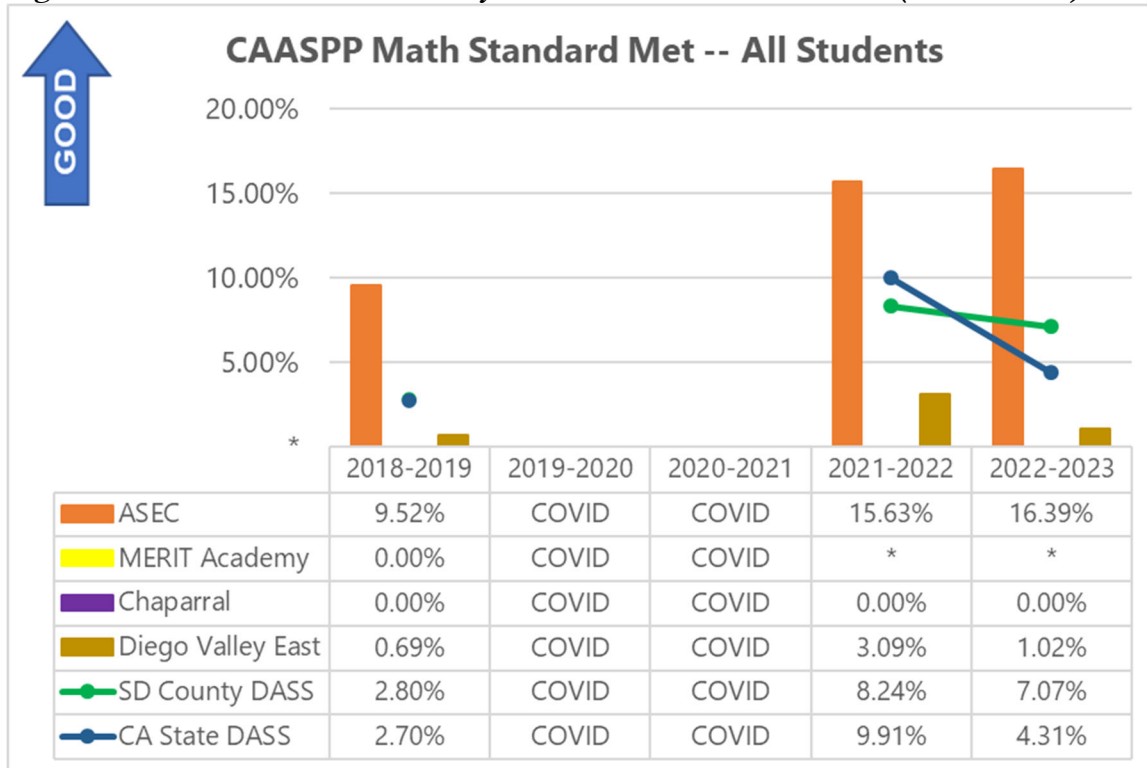
Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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 ASEC’s DASS Renewal MOU addressing results on the CAASPP ELA assessments proficiency results in English Language Arts 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 (*two years’ data was unavailable due to COVID for 2019-2020—NO State Testing or 2020-2021—very limited state testing*) **ASEC significantly outperformed both the San Diego County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met (Figure 5).**

DASS Charter School Renewal MOU Criteria #4	
State and Local Measure	CAASPP Assessments Math Proficiency Rate
The target has been	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 (2022-2023); <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 2023, San Diego County DASS schools’ average proficiency rate for Mathematics was 7.07% and statewide the rate was 4.31%. ASEC’s Math Proficiency rate in 2023 was 16.39%, significantly outperforming both the County and Statewide result.

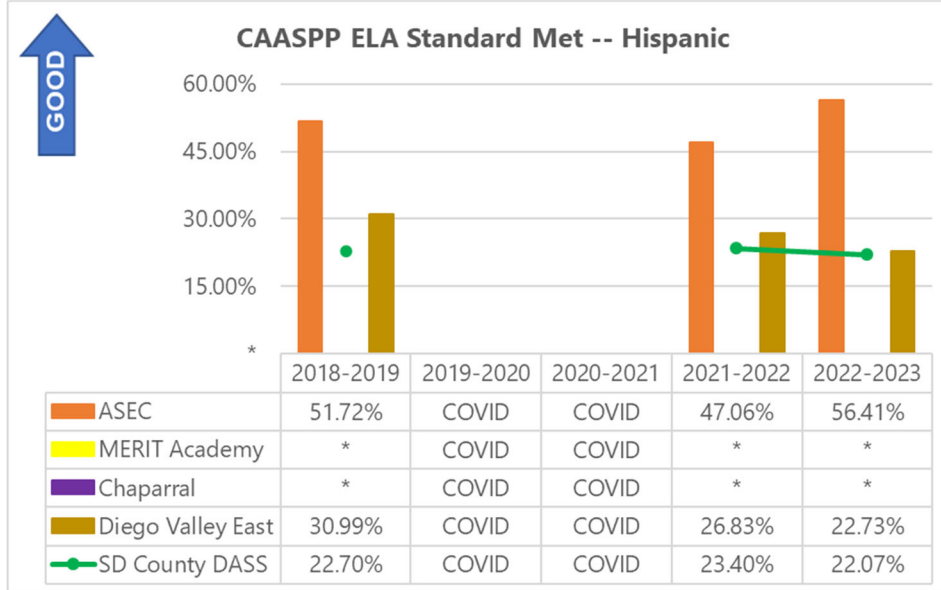
The target identified in the ASEC’s DASS Renewal MOU addressing results on the CAASPP SBA Mathematics assessments proficiency results is for students enrolled as of the first day of the school CAASPP window to either exceed the county DASS schools’ Average proficiency in ELA or exceed the state DASS 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 significantly outperformed both the San Diego County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met (Figure 6).**

DASS Charter School Renewal MOU Criteria #5

State and Local Measure CAASPP SBA Proficiency Rate for Significant Subgroups in both ELA and Mathematics

The target has been MET

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

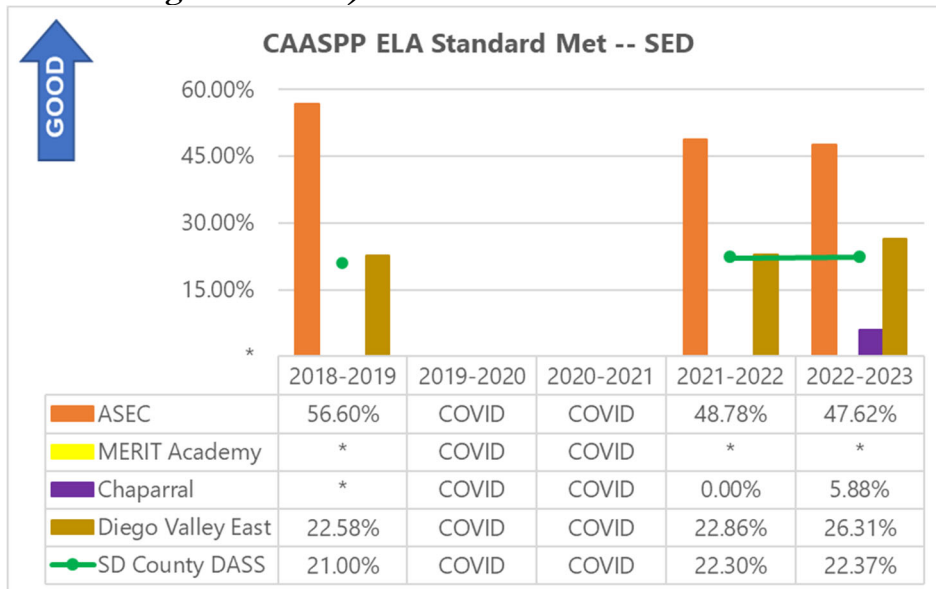


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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

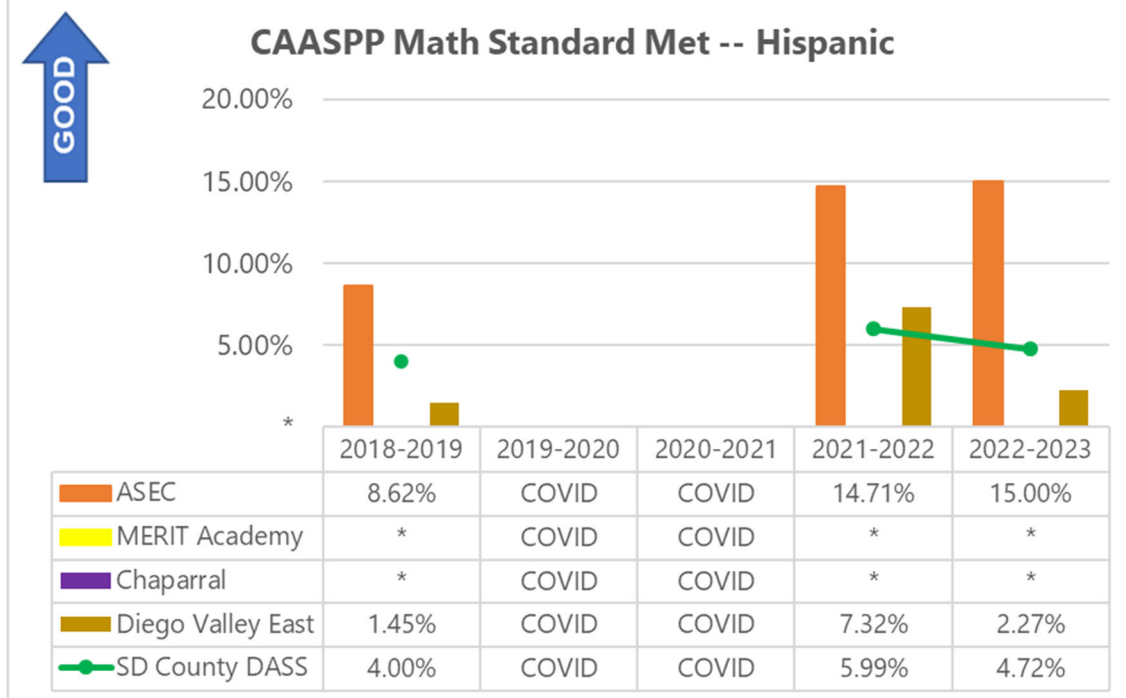


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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

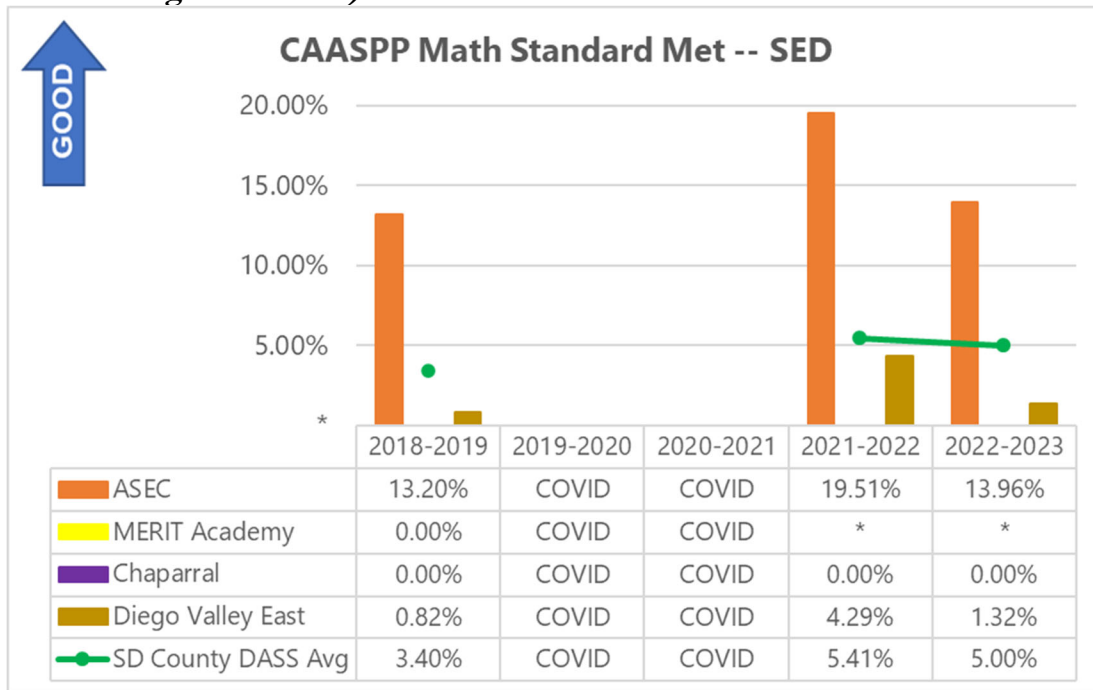


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <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 (2022-2023); <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 student groups on the CA Dashboard for ASEC are Hispanic and Socioeconomically Disadvantaged (SED).

In ELA, the percentages (47%--56%) 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 significantly 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%--15.0%) of Hispanic students who met or exceeded the Math standard, was more than double the San Diego County DASS percentages for proficiency on Math each year **(Figure 9)**. For SED students, the ASEC percent standard met and higher (13.2% to 19.5%) also more than doubled the San Diego County DASS percentages for proficiency for SED students in Math each year **(Figure 10)**. **ASEC also significantly 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	2019 Result	2020 Result	2021 Result	2022 Result	2023 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Local Climate Survey	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met

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

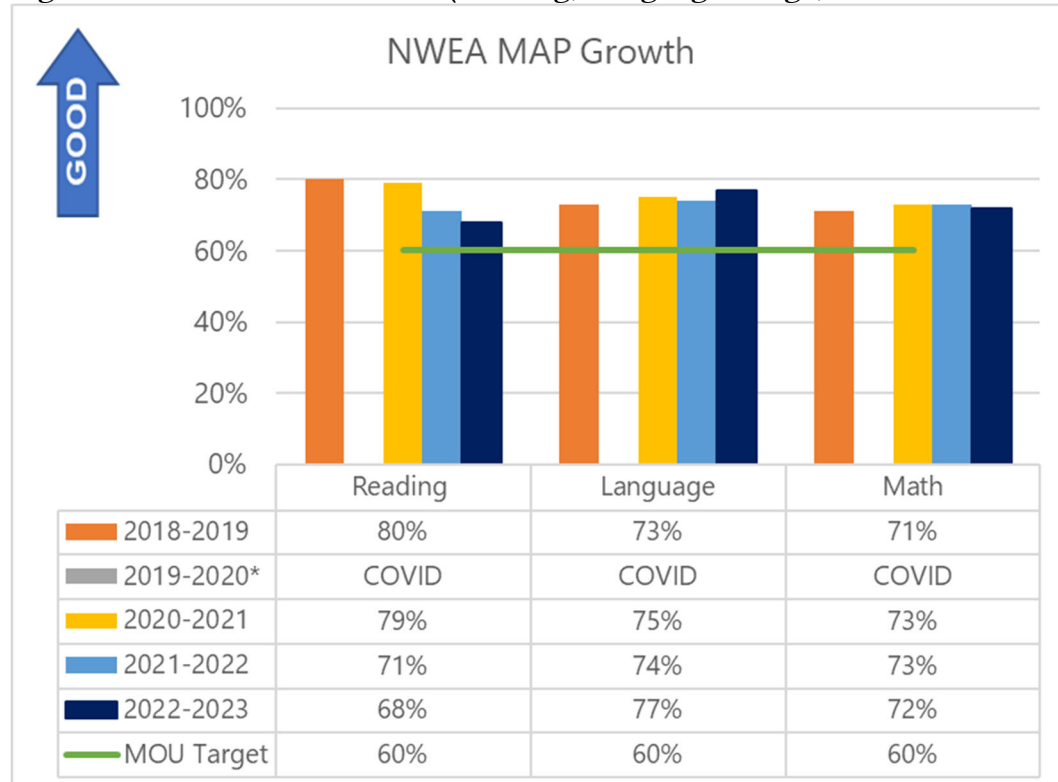
Included in ASEC's DASS Charter School Renewal Criteria is to meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. As demonstrated above, ASEC met standards for all local indicators in 2019, 2022, and 2023. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.*

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.

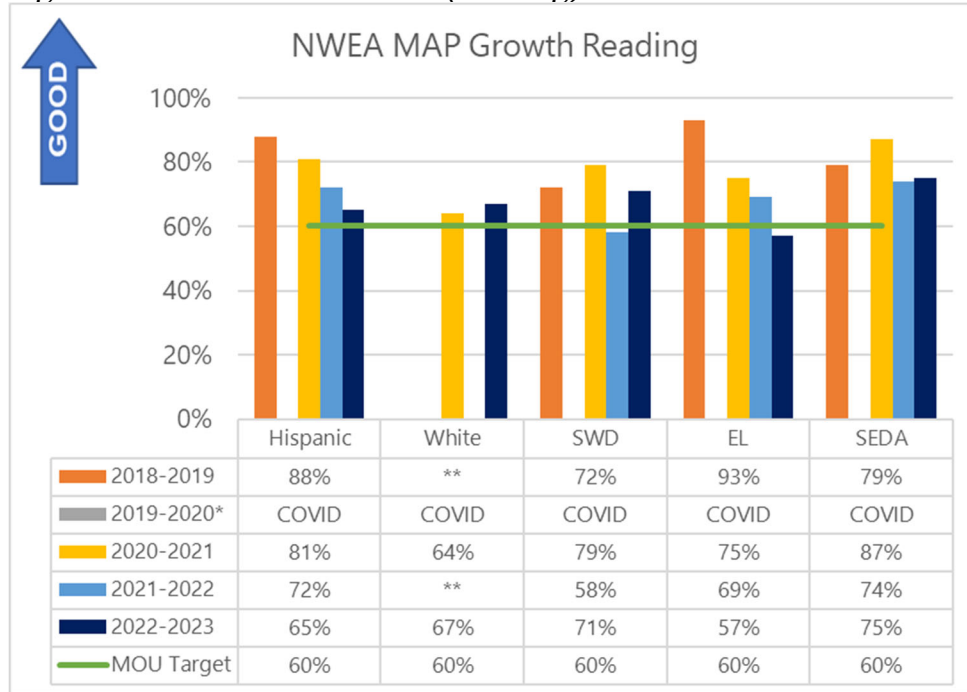
Figure 12. NWEA MAP Growth (Reading, Language Usage, and Mathematics)



Source: NWEA MAP Growth Reports (2018-2023)

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. ASEC 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).

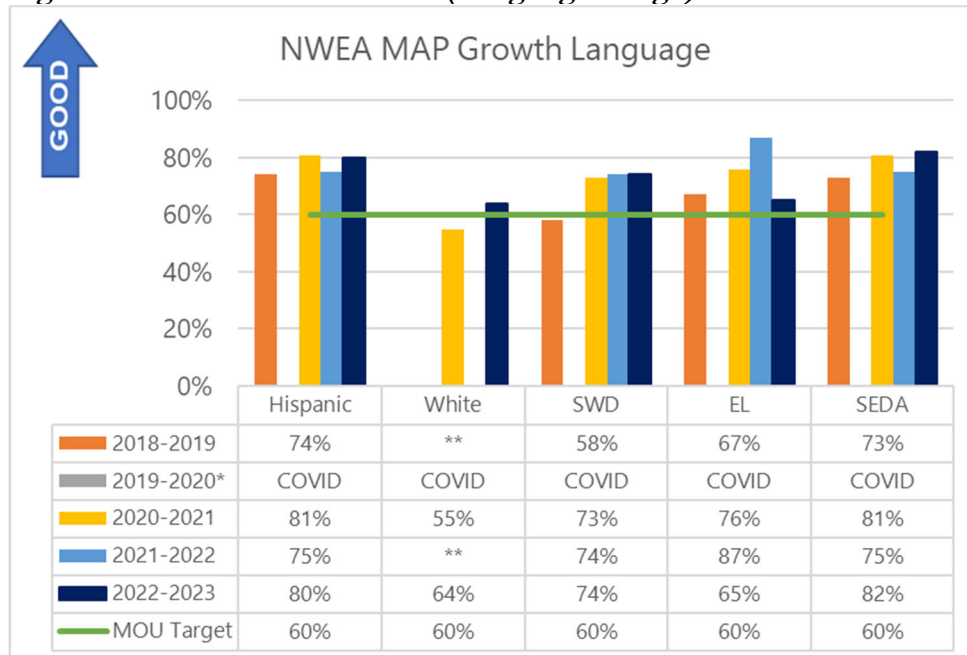
Figure 13. NWEA MAP Growth (Reading)



Source: NWEA MAP Growth Reports (2018-2023)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASEC. Overall, from 2018-2019 through 2022-2023, 17 of 18 (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).

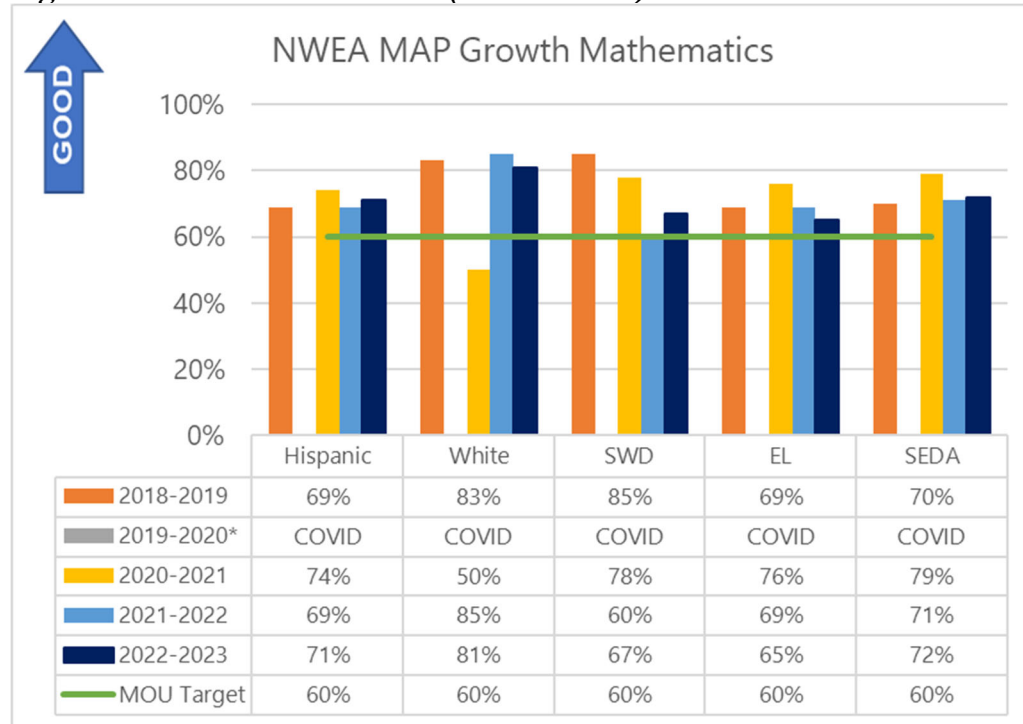
Figure 14. NWEA MAP Growth (Language Usage)



Source: NWEA MAP Growth Reports (2023)

Over the past five years, 16 of 18 (89%) 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)



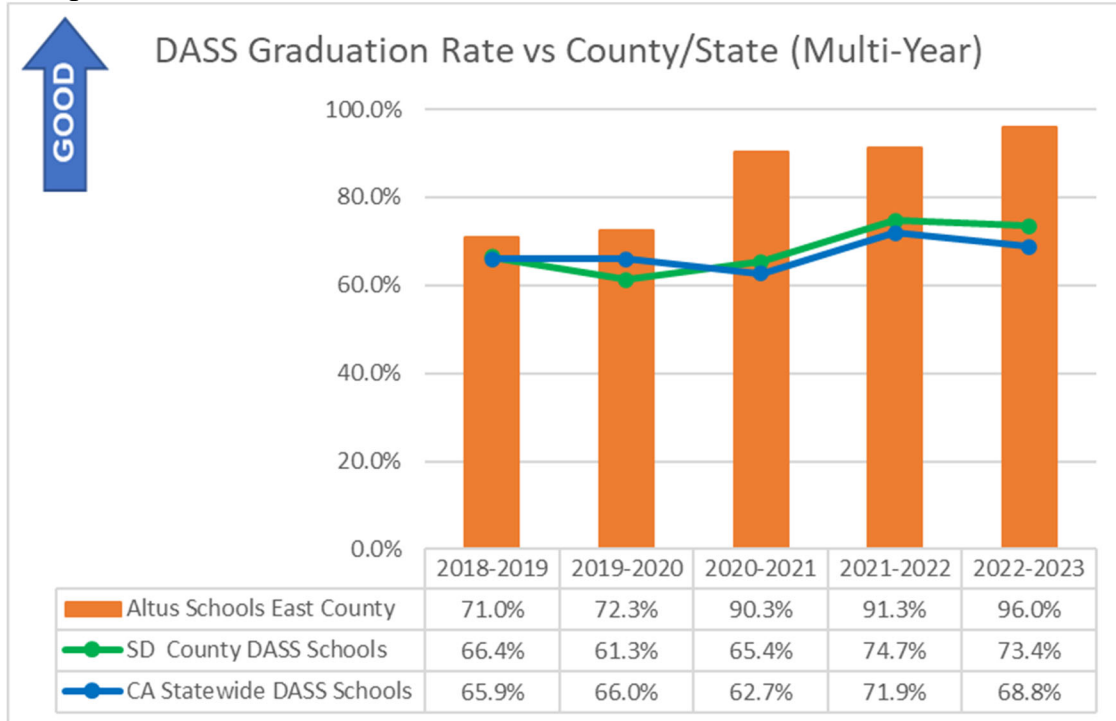
Source: NWEA MAP Growth Reports (2023)

Over the past five years combined, 19 of 20 (95%) of numerically significant student groups at ASEC have met or exceeded the 60% growth target in Mathematics. From 2018-2019 through 2022-2023 Hispanic, Students with Disabilities, 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 been	MET

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



Source: California Dashboard Data Files (2023); <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, ASEC 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 been	MET

Figure 17. One-Year Dropout Rate

One-Year Dropout Rate					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	2.9%	2.7%	1.9%	3.6%	3.3%
Target	5.0%	5.0%	5.0%	5.0%	5.0%

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2023)

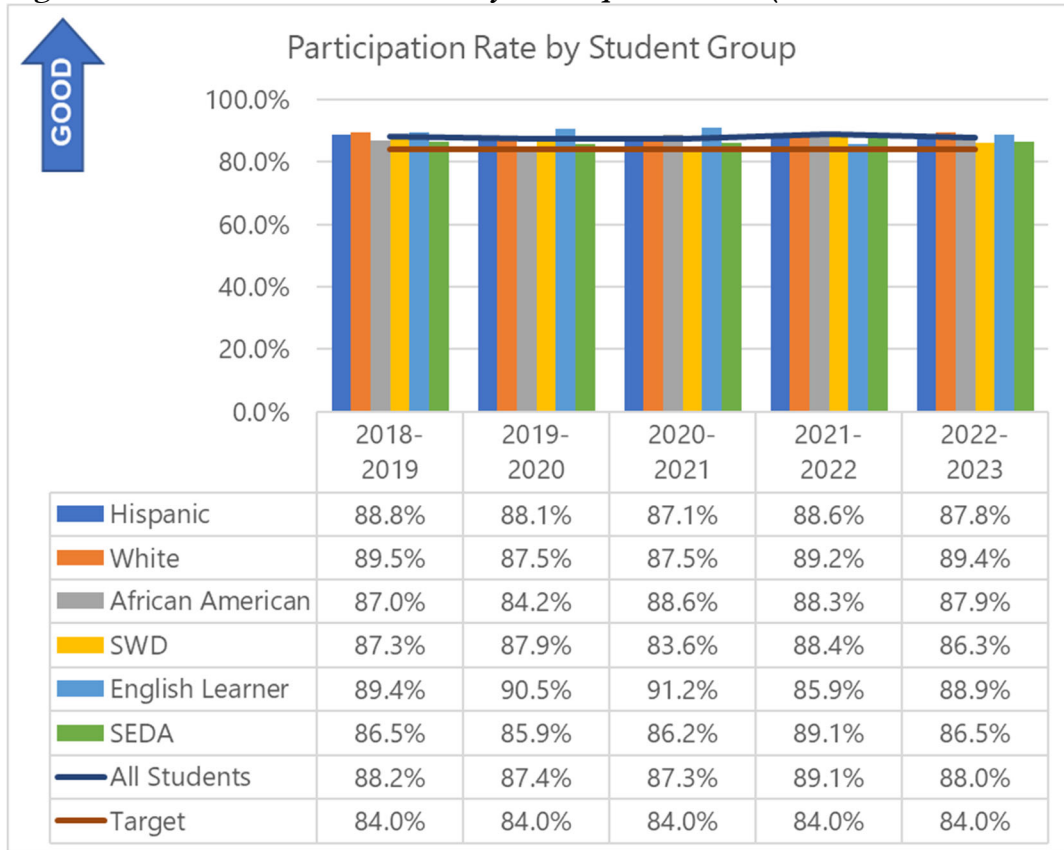
ASEC enrolls a significant number of students who are not on track to complete graduation requirements within the confines of four-years of high school. Despite 62% of ASEC’s students enrolling credit deficient and an average of one-to-three grade levels behind in reading and math, the Charter School 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 California Longitudinal Pupil Data System (“CALPADS”) Fall 1 Submission data (**Figure 17**).

DASS Charter School Renewal MOU Criteria #10

State and Local Measure	Participation Rate
The target has been	PARTIALLY MET

Figure 18. Altus Schools East County Participation Rate (All Students and Student Groups)



Source: School Pathways Student Information System (2018-2023)

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 (29 of 30, 96%) of student groups (**Figure 18**). In 2021-22 and 2022-23, the Renewal MOU participation rate was exceeded by ALL student groups.

DASS Charter School Renewal MOU Criteria #11

State and Local Measure	Suspension Rate
The target has been	MET

Figure 19. ASEC Suspension Rate

Suspension Data					
Year	Suspension Rate	San Diego County DASS Rate	DASS State	MOU Target	MOU Target Met
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
2021-2023	0.0%	2.6%	3.9%	< 1.5%	Yes

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

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
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
2021-2023	0.0%	0.0%	0.1%	< 1.0%	Yes

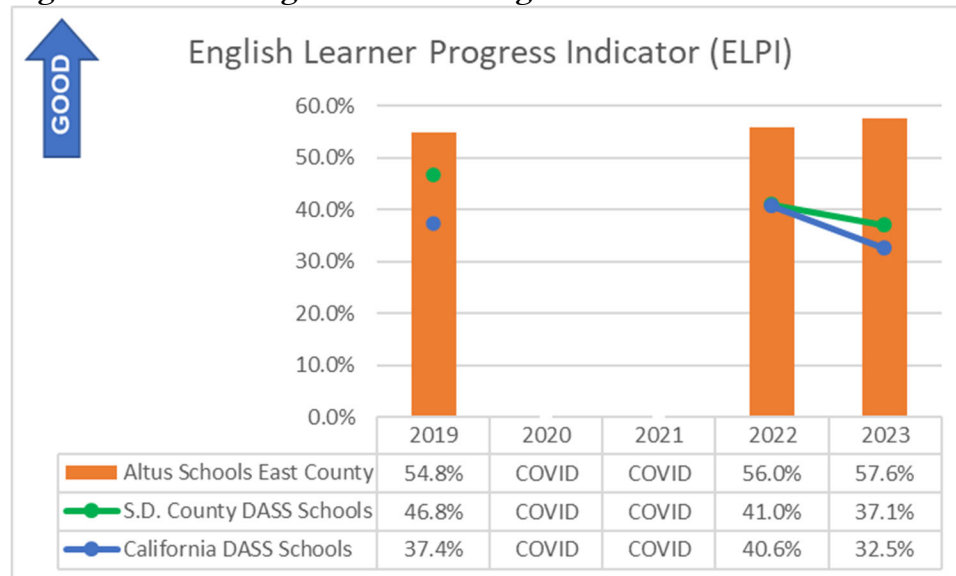
Source: California School Dashboard (2023); <https://www.caschooldashboard.org/> and CDE DataQuest (2023).

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

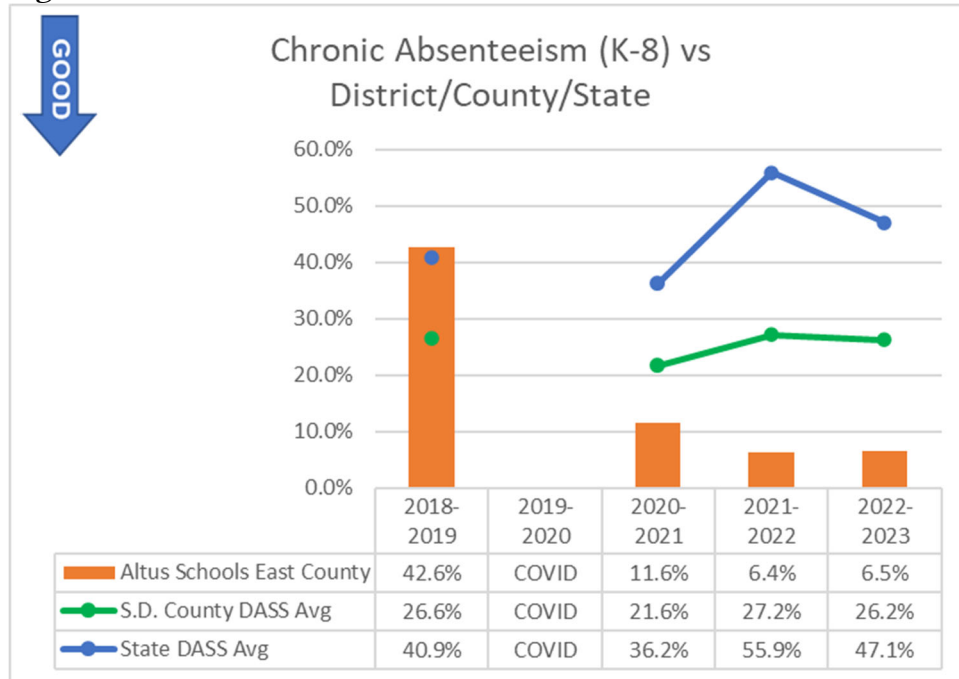


The English Learner Progress Indicator (“ELPI”) debuted on the 2019 California Dashboard. Due to school closures resulting from COVID, to date the only years with ELPI results are 2019, 2022 and 2023. The ELPI is calculated based on a student’s performance on the English Language Proficiency Assessments for California (“ELPAC”). In the Renewal MOU Criteria, the Charter School may meet the ELPI target by either exceeding the San Diego County DASS Schools average or the state DASS school’s average. **ASEC has significantly 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. ASEC Chronic Absenteeism

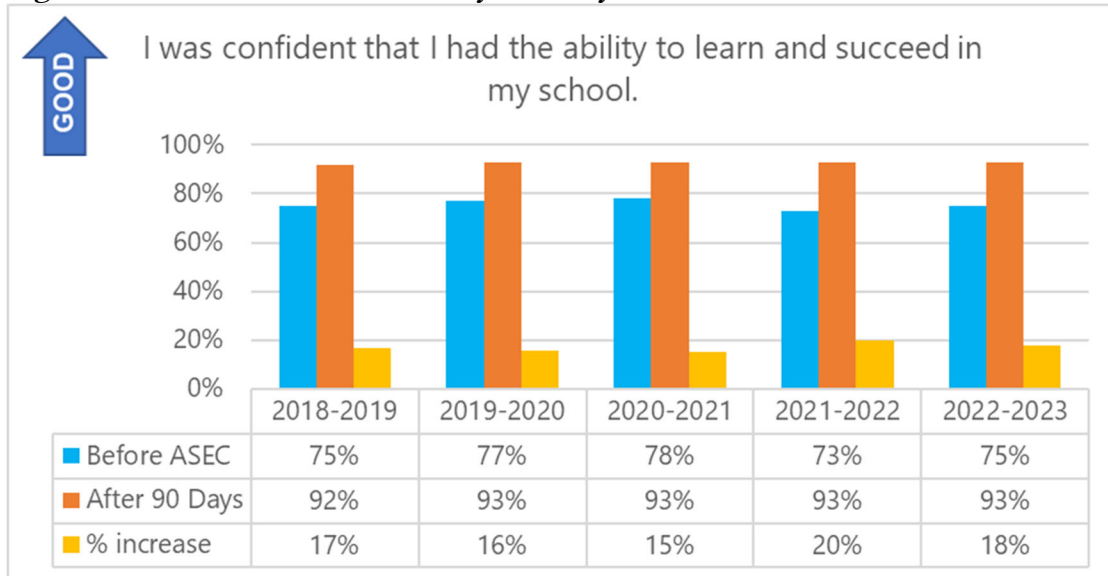


Sources: California School Dashboard (2023) <https://nwm.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

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 ASEC’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 2020-2021, 2021-2022, and 2022-2023 ASEC significantly 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%) years with available data.

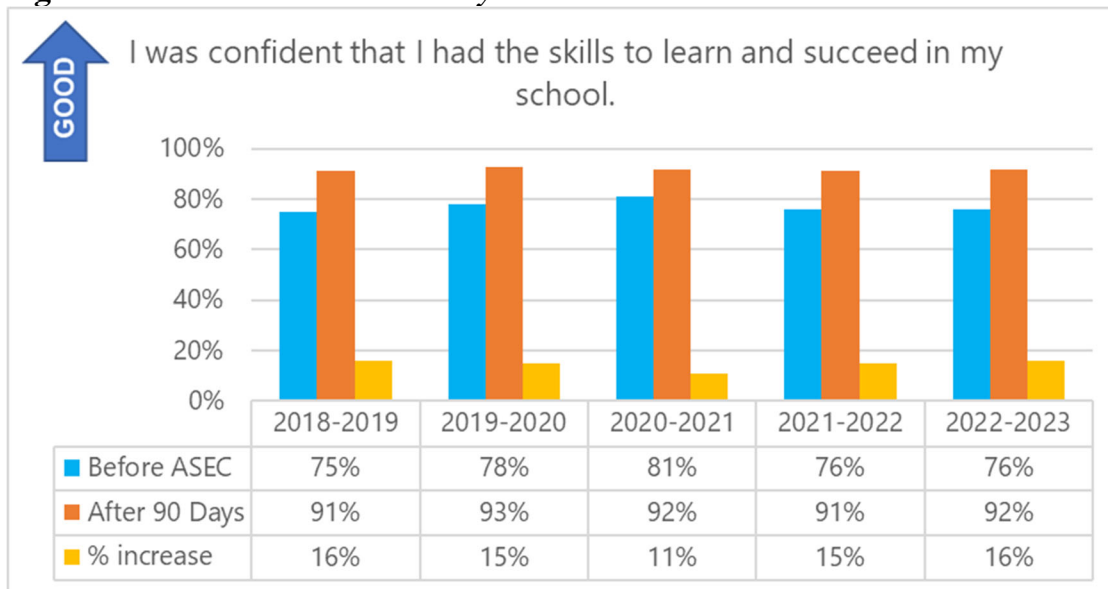
<i>DASS Charter School Renewal MOU Criteria #15</i>	
State and Local Measure	Confidence Survey Results
The target has been	MET

Figure 23. ASEC Confidence Survey – Ability to Learn and Succeed



Source: Naviance (2018-2023)

Figure 24. ASEC Confidence Survey – Skills to Learn and Succeed



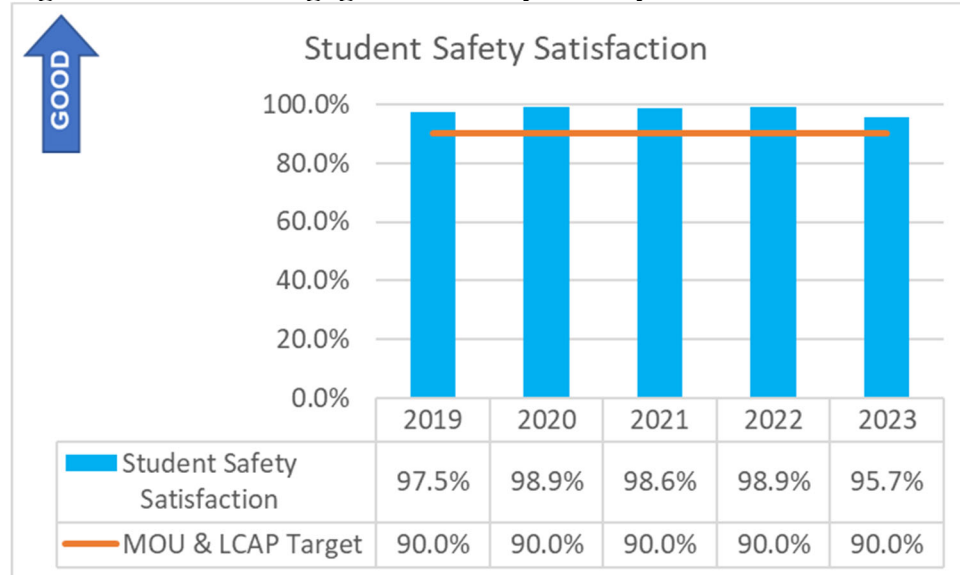
Source: Naviance (2018-2023)

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. ASEC has met the DASS Renewal MOU Criteria target each year (Figures 23-24).

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

Figure 25. Student Engagement Survey – Safety Satisfaction

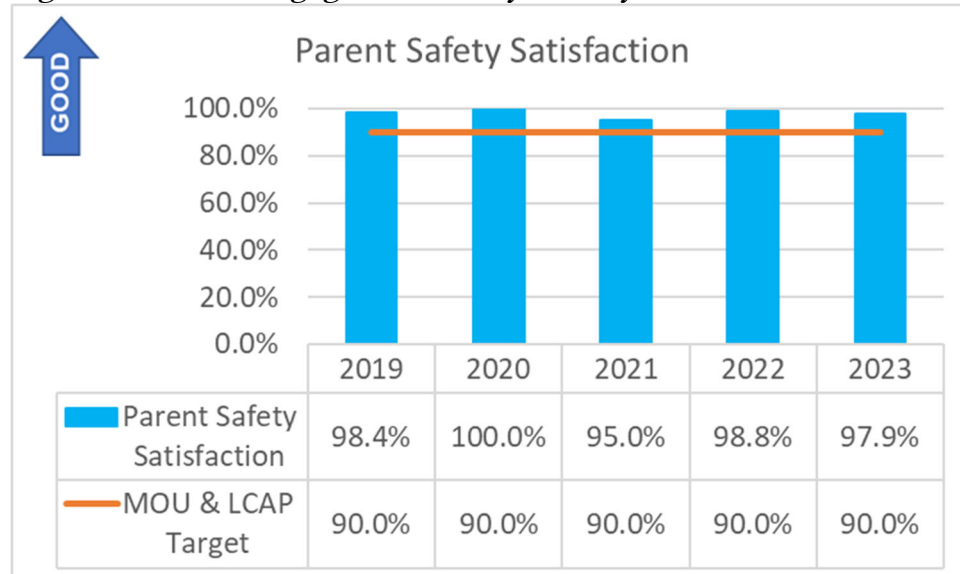


Source: Survey Monkey (2019-2023)

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. ASEC has met the DASS Renewal MOU Criteria target each year (Figure 25).

DASS Charter School Renewal MOU Criteria #17

State and Local Measure	Parent Safety Satisfaction Survey Results
The target has been	MET

Figure 26. Parent Engagement Survey – Safety Satisfaction

Source: Survey Monkey (2019-2023)

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 where the target is to reach a 90% or higher rating on safety satisfaction 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. ASEC has met the DASS Renewal MOU Criteria target each year (**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.

ASEC DASS Renewal MOU Criteria: Target Met Summary						
		18-19	19-20	20-21	21-22	22-23
MOU #1	<i>Smarter Balanced Assessments DFS – ELA</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #2	<i>Smarter Balanced Assessments DFS – Math</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #3	<i>Smarter Balanced Assessments Proficiency Results – ELA</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #4	<i>Smarter Balanced Assessments Proficiency Results – Math</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #5	<i>Smarter Balanced Assessments Proficiency: Significant Student Groups</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #6	<i>Local Indicators on Dashboard</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #7	<i>Verified Assessment Results (NWEA MAPS)</i>	Partially Met	COVID	Partially Met	Partially Met	Partially Met
MOU #8	<i>DASS Graduation Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #9	<i>1-Year Dropout Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #10	<i>Student Participation Rate</i>	Target Met	Target Met	Partially Met	Target Met	Target Met
MOU #11	<i>Suspension Rate Indicator</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	<i>Expulsion Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #13	<i>English Learner Progress Indicator</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #14	<i>Chronic Absenteeism Dashboard Indicator</i>	Not Met	COVID	Target Met	Target Met	Target Met
MOU #15	<i>Student Confidence</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #16	<i>Student Safety</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #17	<i>Parent Safety</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #18	<i>College Persistence Rate and College Completion Rate</i>	N/A	N/A	N/A	N/A	N/A

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. The Charter School has met the renewal criteria metrics to which it agreed.

Thus, Altus Schools East County requests a 5-year renewal term, from July 1, 2025, to June 30, 2030.

Element A: Educational Program

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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(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”, “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 Proficiency Program (CPP).

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 overarching 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 Dean of Academic Affairs and Altus Studies. ASEC uses state adopted texts and other materials aligned to California Common Core State Standards. 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's Measures of Academic Progress 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

PROJECTED ENROLLMENT AT P2 ADA REPORTING	2025-2026	2026-2027	2027-2028	2028-2029
Grades 7-8	23	23	24	24
Grades 9-12	305	308	310	313
<i>Total Projected Enrollment at P2 ADA Reporting</i>	<i>328</i>	<i>331</i>	<i>334</i>	<i>337</i>

ASEC provides an educational option to students and parents in the community who are disengaged and are seeking 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, CAASPP, California Science Test (“CAST”), ELPAC, PSAT, SAT, ACT, the California Alternate Assessments (“CAA”), CMA, NWEA MAP 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 needs. Based on this student's 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 2023-2024

Grossmont Union High School District Demographics 2023-2024		
Ethnicity	Total	Percentage
African American	1,235	5.7%
American Indian or Alaska Native	121	0.6%
Asian	692	3.2%
Filipino	327	1.5%
Hispanic or Latino	9,573	44.1%
Pacific Islander	106	0.5%
White	8,143	37.5%
Two or More Races	1,408	6.5%
Not Reported	92	0.4%
Other Student Groups		
Socioeconomically Disadvantaged	14,082	64.9%
Students with Disabilities	3,713	17.1%
English Learners	2,701	12.4%
Foster Youth	64	0.3%
Homeless Youth	644	3.0%
Migrant Education	5	0.0%

Source: CDE DataQuest (May 17, 2024) <https://dq.cde.ca.gov/dataquest/>

COMMUNITY INTEREST

Over the last seven 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 each year is displayed in **Figure 29**. ASEC has consistently served between 300-500 students from GUHSD annually from 2017-2024.

Figure 29 Number of Students Served from Grossmont Union High School District

Number of Student Served from Grossmont Union High School District							
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students Served from GUHSD	325	419	497	471	418	351	327*

*YTD as of March 21, 2024

Based on the 2023-2024 enrollments, in comparison to GUHSD, Altus Schools East County, *previously Grossmont Secondary*, 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

ASEC and GUHSD 2023-2024 Demographics		
Ethnicity	ASEC	Grossmont Union High
African American	6.9%	5.7%
American Indian or Alaska Native	0.4%	0.6%
Asian	1.5%	3.2%
Filipino	0.4%	1.5%
Hispanic or Latino	61.9%	44.1%
Pacific Islander	0.4%	0.5%
White	20.4%	37.5%
Two or More Races	7.3%	6.5%
Not Reported	0.8%	0.4%
Other Student Groups		
Socioeconomically Disadvantaged	70.8%	64.9%
Students with Disabilities	23.8%	17.1%
English Learners	11.9%	12.4%
Foster Youth	0.8%	0.3%
Homeless Youth	8.8%	3.0%
Migrant Education	0.0%	0.0%

Source: CDE DataQuest (May 17, 2024) <https://dq.cde.ca.gov/dataquest/>

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 21ST CENTURY

ASEC helps students acquire the skills to survive and prosper in the 21st 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 (“ISTE”) 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 “at-promise” 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. Additionally, instructional staff systematically monitor the academic performance of English Learners through Ellevation, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. Naviance, MAP, SIS, Illuminate and Ellevation 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 opportunities 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. Quarterly 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) the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. This agreement shall include all of the elements described in Education Code Section 51747(g).

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 2025-2026 School Calendar in **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 Dean of Academic Affairs and Altus Studies, design and create the subject matter curriculum using the State Standards and Frameworks 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, world 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 English Language Arts 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 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 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.

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) or Honors American Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

Mathematics

Students use a focused and coherent curriculum that is aligned to the State Standards and Frameworks 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. Additionally, to support conceptual understanding of mathematical concepts, the math curriculum is supported with Math Virtual Reality simulations that allow students to provide solutions to real-world problems by using math.

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) or Integrated Math IA, IB (textbook/online/blended options)
Tenth Grade	Geometry 1, 2 (textbook/online/blended options) or Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) or Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (textbook/online/blended options) or Honors Pre-Calculus 1, 2 (textbook) or AP Calculus A/B (online)

Science

All science courses are aligned to the Next Generation Science Standards. All science courses have wet and virtual labs embedded throughout each 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 and Physical Science through an integrated science course sequence. They are engaged with hands-on experiences as well as virtual and wet labs throughout their courses. The 9th-12th grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, Biology, or Marine 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) or Integrated Science 7-1, 7-2 (online)
Eighth Grade	Middle School Physical Science (textbook/online/blended options) or Integrated Science 8-1, 8-2 (online)

Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) or Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options) or Marine Biology 1, 2 (textbook)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) or Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

Social Sciences

All social science courses are aligned to the State Standards and Frameworks 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 world history, 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 field trips.

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) or AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) or Honors United States History 1, 2 (textbook/online/blended options) or AP Human Geography 1, 2 (online)
Twelfth Grade	Government 1 (textbook/online/blended options) or AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) or AP Human Geography 1, 2 (online elective)

World Languages (Languages Other Than English)

ASEC offers a full three years of Spanish (1-6) (UC required/recommended), French (1-4) (UC required), and German (1-6) (UC required/recommended). Once a student completes Spanish 1-6, ASEC offers AP Spanish Language and Culture to extend the foundational world language skills learned. The world language curriculum satisfies the UC requirement for admission. Students may take a world language as early as the 7th 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.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Spanish 1, 2 (textbook/online/blended options) or German 1, 2 (textbook/online/blended options) or French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) or German 1-4 (textbook/online/blended options) or French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/online/blended options) or German 1-6 (textbook/online/blended options) or French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/online/blended options) or AP Spanish Language and Culture (online) or German 1-6 (textbook/online/blended options) or French 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, Art History, Commercial Art, Drawing, Photography, or Music Appreciation 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.

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 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)
Tenth Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)
Eleventh Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)
Twelfth Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)

*UC A-G approved VAPA electives.

+articulated with community college for college credit

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.

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 or Cadet Corps 1, 2
Tenth Grade	Physical Education 1-4 or Cadets Corps 1-4
Eleventh Grade	Physical Education 1-4 or Cadets Corps 1-4
Twelfth Grade	Physical Education 1-4 or Cadets Corps 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, 21st century citizens. For Middle School students, they are able to “try on” different careers by completing the Career Exploration Virtual Reality course.

GENERAL ELECTIVE COURSES
Grades 7-8
AVID 7a, 7b (textbook)
AVID 8a, 8b (textbook)
Career Explorations Virtual Reality (textbook)
ELD MS Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)
ELD MS Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)
ELD MS Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)
ELD MS Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)
Empower Math 1a, 1b (textbook)
Exploring Careers 1, 2 (online)
Literacy 7 th 1, 2 (textbook)
Literacy 8 th 1, 2 (textbook)
Service Learning 1, 2 (textbook)

Study Skills 7-1, 7-2 (textbook)
Study Skills 8-1, 8-2 (textbook)
Grades 9-12
*AVID 9a, 9b (textbook)
*AVID 10a, 10b (textbook)
*AVID 11a, 11b (textbook)
*AVID 12a, 12b (textbook)
Comprehensive Health (textbook/online/blended)
Driver's Education (textbook)
Early College Academy (textbook)
Journalism 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Empower Math I A, B (textbook/online/blended)
Empower Math II A, B (textbook/online/blended)
Empower Math III A, B (textbook/online/blended)
Literacy 1, 2 (textbook/online/blended)
Literacy 3, 4 (textbook/online/blended)
ELD Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)
ELD Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)
ELD Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)
ELD Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)
*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 interests and values 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 pathways plan. ASEC's students select 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 33 Career Technical Education (“CTE”) courses for students who have expressed an interest in a specific industry sector, including a state approved general work experience program. Courses such as Photoshop 1, 2 can lead to certification once the student completes the course. In addition to the 33 CTE courses, and 11 Career Pathways listed below, ASEC offers a Virtual Reality Career Exploration and training program that provides students on demand internship-like experiences.

- Animal Science
- Business Management
- Child Development
- Design, Visual and Media Arts
- Environmental Resources
- Hospitality, Tourism and Recreation
- Marketing
- Patient Care
- Public Safety
- Software and Systems Development
- Teacher Education

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success (blended)
Business Careers 1, 2 (textbook)
Career Explorations 1, 2 (online)
Career Planning and Development (online)
*+Child Development 1, 2 (textbook)
*Career and Life Management 1, 2 (textbook)
*Computer Science Discoveries 1, 2(textbook)
*+Design Careers 1, 2 (textbook)
*+Entrepreneurship 1, 2 (textbook)
*+Environmental Sustainability (online)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1, 2 (textbook, online, blended)
General Work Experience Ed. 3, 4 (textbook, online, blended)
*Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*Hospitality Management 1, 2 (textbook)
*Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)

*Intro to Green Technology and Energy 1, 2 (textbook)
Intro to Parenting (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 (blended)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)
*+Retail Sales and Marketing 1, 2(textbook)
*+Teacher Education 1, 2 (textbook)
*Veterinary Science 1, 2
Virtual Reality Career Explorations (textbook)

**UC A-G approved CTE electives*

+articulated with community college for college credit

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.

CALIFORNIA CADET CORPS COURSES	
Grades 7-12	
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*

EARLY COLLEGE CREDIT PROGRAM

ASEC encourages students in grades 9-12 to earn college credits while enrolled in high school through the Early College Credit Program. There are three ways that students can earn early college credits: AP Program, Articulation, and Dual Enrollment. With one-on-one guidance from instructional staff, students have the support needed to be successful in completing early college credits that fit the goals of their post high school pathway.

Advanced Placement Program

The College Board’s Advanced Placement (“AP”) Program is an internationally recognized educational initiative that offers high school students the opportunity to engage in college-level coursework and earn college credits. Designed to provide rigorous academic challenges, the program encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students can benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses are taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the post-secondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. ASEC offers 10 AP courses and administers the AP Exam each May onsite for students. Students must earn a passing score on the AP exam, as determined by their post-secondary school.

AP COURSE MATRIX	
Grade Levels	Advanced Placement Courses Offered
9-12	*AP Human Geography 1, 2 *AP U.S. History 1, 2 *AP World History Modern 1, 2 *AP U.S. Government and Politics 1, 2 *AP English Language and Composition 1, 2 *AP English Literature and Composition 1, 2

	*AP Calculus AB 1, 2 *AP Environmental Science 1, 2 *AP Spanish Language and Culture 1, 2 *AP Psychology 1, 2
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**UC A-G approved course*

Articulation

ASEC has agreements in place with MiraCosta College that provide students with the opportunity to earn college credit for coursework completed at ASEC. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through “credit by exam”, allowing students to progress smoothly in their educational journey. By enrolling in these courses, students gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The ASEC courses go through thorough review by the partnering college, reviewing syllabi, curriculum, learning objectives, and assessments to ensure the level of rigor and college course alignment in each articulated course. In order to receive college credit, students must complete all applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

ARTICULATION MATRIX	
ASEC Course	MiraCosta College Credit
*Child Development 1, 2	CHLD 112
*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1, 2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101
*Photography 1, 2	ART 251
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115

**UC A-G approved course*

Dual Enrollment

Dual Enrollment offers students the opportunity to take college courses with a community college of choice. While ASEC has established partnerships with local community colleges and continues to develop partnerships, students have the opportunity to complete dual enrollment courses at the California community college of their choice. By taking college courses online or on campus with a college professor, students are exposed to new ideas, perspectives and intellectual challenges. This exposure promotes critical thinking, analytical reasoning, problem solving skills and boosts confidence upon successful completion of dual enrollment courses. Although students can take any college course that is approved by the ASEC school counselor, ASEC recommends the following courses for their

students to complete for dual enrollment: College and Career Planning, Career Technical Education, Government, Economics, Ethnic Studies, World Language and/or Visual and Performing Arts.

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)
4 credits – <ul style="list-style-type: none"> • English 1-4 	2 credits – <ul style="list-style-type: none"> • Integrated Math 1 or • Algebra
2 credits – <ul style="list-style-type: none"> • American Literature, or • Honors American Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 2 or • Geometry
2 credits – <ul style="list-style-type: none"> • World Literature or • Contemporary Voices in Literature or • English Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 3 or • Intermediate Algebra
	Optional 4th Year Credits – <ul style="list-style-type: none"> • Statistics or • Pre-Calculus or • Honors Pre-Calculus or • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits – Physical Science <ul style="list-style-type: none"> • Earth and Space Science or • Physics or • Chemistry 	2 credits – <ul style="list-style-type: none"> • World History, Geography & Economics or • AP World History Modern
2 credits – Life Science <ul style="list-style-type: none"> • Biology or • Marine Biology 	2 credits – <ul style="list-style-type: none"> • US History or • Honors US History or • AP US History
Optional 3rd Year Credits – <ul style="list-style-type: none"> • Honors Chemistry or • AP Environmental Science 	1 credit – <ul style="list-style-type: none"> • Government or • AP US Government and Politics

	1 credit – • Economics	
Physical Education - 4 semester credits	Pathways Portfolio - 1 semester credit	
• Physical Education 1-4	<ul style="list-style-type: none"> • Pathways Portfolio or • Career Explorations 1-2 or • Completed Career Pathway with Capstone Course or • Approved college credit course 	
Electives 9 semester credits		
<ul style="list-style-type: none"> • Students have the option to choose from a wide range of general elective options. • UC/CSU: 2 credits – Approved electives in same area 		
World Languages and Visual and Performing Arts– 2 semester credits		
<u>Option 1:</u>	<u>Option 2:</u>	
2 credits – • World Language electives (same language)	2 credits – • VAPA electives	
<u>UC/CSU Option:</u>		
4 credits – • World Language electives (all semesters same language; 2 years required, 3 recommended)		
2 credits – • Visual and Performing Arts electives (both semesters need to be the same course)		
Career & Technical Education /Service Learning/ Work Experience Education (WEE) 2 semester credits		
<u>Option 1:</u> 2 credits – Career and Technical Education	<u>Option 2:</u> 2 credits – Service Learning (120 hours total of community service)	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a School Counselor)
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.		

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 All Staff Meetings
- b. Quarterly Safety Ambassador Meetings
- c. Quarterly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention, Human/Sex Trafficking
- e. Executive Studies on Educational Leadership Development
- f. Leadership Meetings
- g. Resource Center Professional Learning Communities
- h. Special Education Compliance Clinics
- i. Youth Mental Health First Aid Responder Training
- j. Signs of Suicide Training

2. Curriculum Content Training

- a. Core content: Math, English Language Arts, English Language Development, Science, Social Studies, Career Technical Education, and World Language: Spanish, French, and German
- b. Visual & Performing Arts-Drawing, Art, 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 that consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Equity and Inclusion Department offers socio-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/intervention/postvention trainings, literacy training specifically designed for EL students, teacher training for the LGBTQIA+ community.
- c. Partnerships that 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. Family Learning Series trainings that are geared toward parents and guardian understanding of College and Career Readiness opportunities such as AP, Articulation, and Dual Enrollment courses.
- f. Family Learning Series trainings 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, Generative Artificial Intelligence, 3D Printers, and Bulb (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource and Resource Classroom Associate 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 six years 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 reasonably comprehensive 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 Supports** 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** 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.

Each student's PPEP is collaboratively developed by the teacher, student, parent, school counselor, and instructional leader. The PPEP is a dynamic and ongoing personalized education process that considers many factors, including demographic information and student groups: Individualized Education Program ("IEP"), 504 Plan, Gifted and Talented Education, English Learners, Foster Youth, Pregnant and Parenting, and Homeless. In addition, each student's PPEP identifies educational goals, learning style preferences, career interests, daily leaning schedule, and course plan.

After completion of enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students 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 will 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. Each student's Pathways Personalized Education Plan will be 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 will have the support of a Certificated Teacher Resource ("CTR"), who supports the delivery of curriculum.

Student progress is monitored through the systematic Pathways Personalized Educational Plan 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 Supports**, 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 (GATE)** 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 instructional 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 in a California public school. 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. 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 or Section 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.

Observation Protocol for Teachers of English Learners (OPTTEL)

- Approved by the California State Board of Education in November 2023, the OPTTEL is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTTEL ratings are eligible for reclassification.
- 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 (RFEP) 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 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"). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 Literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. 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.

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, Special Education, and Gifted and Talented 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.

Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with ASEC's GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision

of English/Native language word-to-word dictionary.

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, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

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.

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

ASEC is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASEC representatives will attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct ASEC employees, will 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”). SAI is provided for each student by an Education Specialist either in-person or through distance learning methods, including virtual and telephonic. Special Education related services will be 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 will be provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools, and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. 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.

Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Education Specialists check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication. Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of UDL.

Education Specialists work with students in-person and virtually in both one-on-one sessions and in

small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

ASEC will be based on a university model of independent study that includes online and tutoring session options for academic support. Within this model, the School will offer various educational pathways for students with special needs. The Education Specialists will collaborate with general education teachers, contracted service providers, and parents to create an individualized plan for each student to meet their post-secondary goals. The School will encourage parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

Education Specialists ensure full student accessibility to virtual SAI and online curriculum through implementing principles of UDL.

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Education Specialists promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

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 ("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.

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 assigned 504 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 Procedural Safeguards.

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

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 Authorizer and the County Superintendent of Schools annually on or before July 1,

as required by Education Code Section 47604.33(a)(2). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

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: Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).

Aligned to State Priorities 1 (Basic Services), 4 (Student Achievement), 5 (Student Engagement), and 8 (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 Utilize Academic Achievement Data for All Students to Inform Instructional Planning

Applicable Student Groups: All

- 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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.
- d) 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 English Language Learner Assessment and Support Framework

Applicable Student Groups: English Learners

- a) School staff will conduct a Home Language Survey to evaluate the initial English language proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.
- b) Instructional staff will administer the ELPAC assessment to track English proficiency

progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.

- c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support.
- d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.
- e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition.
- f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.
- g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.
- h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support comprehensive, data-informed instructional support.
- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

1.3 Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All Students

- a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program.
- b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized Education Plans (PPEPs).
- c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors.

- d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades.
 - e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school.
 - h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.
 - i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
 - j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
 - k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
 - l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential.
- 1.4 Instructional Support Framework for English Learners, Low-Income Students, and Foster Youth to Improve Graduation Rate.

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

- a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity.
- b) 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.
- c) 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.

- d) 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.
- e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.
- f) 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.

1.5 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.
- b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.
- c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities.
- d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.
- e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.
- f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.
- g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.
- h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

1.6 Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.
- c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.
- d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.

1.7 Systematic Approach to Monitor Academic Performance and Progress for English Learners

Applicable Student Groups: English Learners

- 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 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:

- **Independent Study Program: Teacher Credentials** – Greater than 90%
- **Teachers Appropriately Assigned and Credentialed** – Establish baseline results and then exceed annually
- **DASS One-Year Graduation Rate** – Improve annually or exceed the 2023 Statewide or County DASS school average

- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Chronic Absenteeism Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP ELA: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP Mathematics: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP ELA: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Progress Indicator (ELPI)** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Reclassification Rate** – Greater than 10%
- **Measures of Academic Progress by NWEA: Reading** - Greater than 60%
- **Measures of Academic Progress by NWEA: Language** - Greater than 60
- **Measures of Academic Progress by NWEA: Mathematics** - Greater than 60%
- **California Science Test** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Student Attendance/Participation Rate** – Greater than 84%
- **Middle School Dropout Rate** – Less than 5%
- **High School Dropout Rate** – Less than 5%
- **Student Confidence Survey** – Greater than 90%

Goal 2: Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)

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 Specialized Academic Programs and Strategies to Accelerate Learning 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) 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), Gifted and Talented Education, and the Early College Credit Program.
- f) 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 Strategies and Resources for All Students Designed to Increase College and Career Preparedness

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.

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student – 100%**
- **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 – 100%**
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills – 100%**
- **Increase the annual number of students completing college credit courses – Increase annually**
- **Increase annual student participation in Advanced Placement (AP) Courses – Increase annually**
- **Maintain High-Quality and relevant established CTE Career Pathways- At least 11 CTE Pathways**
- **Core Courses will be aligned to CCSS – 100%**
- **Science Courses will be aligned to NGSS – 100%**
- **ELA and Social Science Courses will be aligned to ELD Standards – 100%**
- **Core Courses will be UC A-G approved – 100%**
- **CTE Courses will be aligned to CTE Model Curriculum Standards – 100%**
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway – Establish baseline results and exceed annually**
- **Increase the annual percentage of All Students and Student Groups completing a-g**

- **requirements for entrance to the UC or CSU** – Establish baseline results and exceed annually
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway** - Establish baseline results and exceed annually
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher** - Establish baseline results and exceed annually
- **Maintain a compliant and accessible Work Experience Education (WEE) Program** – Fully compliant and accessible WEE Program

Goal 3: Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.

Aligned to State Priorities 2 (Implementation of State Academic 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 Learning 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) Learning Leads 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 training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.
- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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 Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth

Applicable Student Groups: English Learners, Low-Income Students, 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.

- c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth.
- d) 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.
- e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills.
- f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- g) 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.

3.3 Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth

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

- a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.
- b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.
- c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.
- d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.
- e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.
- f) 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.

Expected Annual Measurable Outcomes:

- **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 – 90%

- Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards – 90%
- English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction – At least six English Learner trainings offered throughout the school year
- Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment- Greater than 90%
- Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations- Greater than 90%
- Students surveyed will report high levels of satisfaction with their overall educational experience - Greater than 90%
- Parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience- Greater than 90%

Goal 4: Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.

Aligned to State Priority 6 (SchoolClimate)

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 School Environment 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) Sustained 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, Fentanyl Awareness, and First Aid.

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

Applicable Student Groups: All

- a) 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.
- b) 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.
- c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.
- 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) Character and Leadership Development Program to promote health, wellness, and academic achievement.
- f) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services.
- i) 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 Students 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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools East County will maintain a compliant rating on its School Safety Plan

Goal 5: Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.

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 and Innovative Teaching Approaches 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- j) 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.
- k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.
- l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.
- m) Administer the California Healthy Kids Survey (CHKS) to evaluate students’ perceptions of mental health, social-emotional health and overall school climate and connectedness.
- n) 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 Students, 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.
- e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.

Expected Annual Measurable Outcomes:

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning – 100% of school facilities**
- **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 - Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students**
- **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 - Maintain or expand opportunities for parental and family member participation for students with exceptional needs**
- **Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members – Establish baseline and increase partners as needed**
- **Provide six Family Learning Series to all parents and family members – At least six**
- **Parents will report that Resource Centers provide innovative learning opportunities for students– More than 90%**

Element C: Methods of Assessment and Other Uses of Data

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 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.

Altus Schools East County 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 Altus Schools East County. 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.

Altus Schools East County 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, 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
- CPP
- 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

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”), 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, except for the representative that may be appointed by the authorizer 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. Any representative of the chartering authority body of a charter school operated by the Corporation who is appointed to be a director shall be a voting member of the Board. For so long as the Corporation operates one (1) or more duly authorized California charter schools, the Board shall appoint a Parent Representative to the Board. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by the Corporation. Each director shall hold office for six (6) years and until a successor director has been designated and qualified. The Parent Representative shall hold office for no more than four (4) years.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with 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 30 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 Market Page™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Wayfair, AirBnB and more. With his innovative approach to growth and unique view of the online landscape he has forged long lasting partnerships resulting in tens-of-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 AI enhancements into traditional marketing technologies capable of reacting to 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.

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

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)(4). The Board of Directors may designate that a meeting be held at any place within the jurisdiction of the Corporation (as defined by Education Code Section 47604.1(c)(4)) that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. 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.

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.

As the Altus Schools corporation operates multiple charter schools that are not located in the same county, the Charter School and the Board affirm compliance with all provisions of Education Code

Section 47604.1(c)(4):

- A. For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.
- B. A two-way teleconference location shall be established at each school site and each resource center.
- C. The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

Board Training

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities, with topics to include, at minimum, ethics, 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, and 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.

In addition, parents shall be frequently surveyed for input relating to the Charter School's academic program, learning environment, student support services and safety. Samples of instructional materials across the curriculum shall always be on display and accessible to parents for review.

Information regarding Board of Director meetings shall be readily available to parents on the school website and posted at entrances to administrative offices. Portals to the student information system shall be made available to 100% of parents for access to student assignments, grades, and special notifications. The Charter School shall strive to ensure that annual parent survey results indicate high parent satisfaction with multiple opportunities for involvement.

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 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 Charter School staff shall operate under contracts with Altus Schools and be evaluated on an annual basis using a process developed by the Charter School.

QUALIFICATIONS FOR ALL STAFF

The Board of Directors is 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/guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social and emotional as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continuing 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 classroom performance.
- Take a leadership role in some aspect of the Charter School’s development.

All individuals employed by Altus Schools must possess qualifications, the 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, proof of identity, right to work in the United States, and

tuberculosis risk assessment.

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School 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, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School. The School Coordinator supervises and oversees the day-to-day instructional program as it relates to students, parents, and instructional staff. This oversight includes a systemic, focused approach on improving outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state mandated testing, graduation rates, student retention data, learning productivity outcomes, and credit rates.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid California clear single subject or multiple subject teaching credential
- Hold a CLAD or BLCAD Certification
- Hold a valid California clear or preliminary administrative credential and have teaching experience in an independent study program.
- TB clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary 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 State Standards, including CCCS and NGSS.
- 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.
- Knowledge of curriculum development, instructional practices, and local/state assessments

- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement
- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

TEACHER QUALIFICATIONS

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

Teachers in charter schools shall 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 at ASEC are required to hold a CLAD or BCLAD certification, 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.

Accordingly, the minimum qualifications for teachers 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 the teacher's certificated assignment. 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. (Education Code Sections 47605(l) and 47605.4(a)).
- Hold a California clear or preliminary single or multiple subject teaching credential
- Hold CLAD or BCLAD certification
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions. Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

The Charter School 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 training 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/guardian as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents/guardians 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.
- Knowledge and experience with curriculum tools and instructional strategies
- Proficient with online educational platforms and virtual conferencing tools
- Self-starter who thrives on challenge and is able to multi-task
- Excellent organizational, time management, and record keeping skills
- Experience supporting student groups, including English Learners, Gifted students, Homeless/Foster youth, and Special Education students

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 And Requirements:

- California Clear or Preliminary Education Specialist Instruction Credential Mild/Moderate or Moderate/Severe
- CLAD or BLCAD Certification
- Master's Degree preferred
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI

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 ASEC
- 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.
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background clearance through the DOJ and FBI

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.
- Operation of a computer and assigned software
- Record-keeping and filing techniques
- Oral and written communication skills
- Telephone techniques and etiquette
- Strong customer relations
- Interpersonal skills using tact, patience, and courtesy

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)-(K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12 inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) or 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 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. The 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. The Charter School submits a school safety plan to the CDE/SBE annually. The Charter School shall ensure that staff are trained annually on the health and safety policies.

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 without the direct supervision of a credentialed employee.

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.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

A SEC shall adhere to Education Code Section 49423 regarding administration of medication in school. ASEC will also adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 ASEC.

Diabetes

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.

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

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

To the extent that this Charter School operates any facilities attended by students, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its facilities that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide breakfast and lunch 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. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

To the extent that this Charter School operates any facilities attended by students, as of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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)-(L):

- 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
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

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 (“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.

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. The 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.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a

student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

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

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

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 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, including immigration status, 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 goals are to build brand awareness, direct target population to the school's website and create leads for enrollments. Platforms to utilize are Display Ad placements, Google Ad search, and Social Media.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population, Figure 37*. The goal is to build brand awareness, direct target to the school's website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under \$40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under \$40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.
- Outreach meetings in several areas of the District for prospective students and parents. Based on local demographics, Altus Schools East County has identified media strategies similar to what was identified in the promotional and informational strategies above. These tools will be utilized to reach Community and Business Organizations to support the outreach.
- 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 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 packet
- Complete enrollment forms including emergency information cards¹
- Complete Home Language Survey
- Provide records documenting immunizations required by charter schools including tuberculosis risk assessment
- 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 (or “lottery”) to determine admission 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 given to the following students in the following order:

1. Siblings of students admitted to or attending ASEC
2. Residents of the Grossmont Union High School District
3. All other students

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).

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

¹ *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.*

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.

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 Authorizer 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

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 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 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 Authorizer, 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 Authorizer and shall be to its satisfaction. 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 are 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).*

Policy

This Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County, Mirus Secondary School and Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the 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 the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 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 or 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

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

student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study 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; d) during, going to, or coming from a school-sponsored activity.

B. 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 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 it 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 it 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 his or her immediate family's safety, or for the protection of school property, which includes but it 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 7 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 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 in any of grades 7 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, video, or image.
- ii. A post on a social network Internet Web site including, but not limited

to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) 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 (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 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 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 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 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. 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 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 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 section shall apply to students in any of grades 7 to 12, inclusive.

- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 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 in any of grades 7 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 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 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.

- 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 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If 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 dangerous 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 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.

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:

a. 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/guardian 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 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.

b. 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 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.

c. 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 and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the 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.

d. 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 ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC 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 ASSC 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 ASSC Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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

The 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of

the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaining 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter 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 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 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, 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 which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion 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 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 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; and 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 the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator

or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Removal Due to Noncompliance with Independent Study Requirements

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 noncompliance with independent study requirements 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 the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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 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 the 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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who 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, 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 the 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) daytime period provided for in an interim alternative

educational setting, unless the Parent/guardian and the Charter 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

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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

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

Element K: Employee Retirement Systems

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).*

Eligible certificated employees of Altus Schools East County 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") and shall also contribute to federal social security. 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 the respective retirement systems on behalf of its employee members.

Element L: Public School Attendance Alternatives

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 East County. 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

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 East County. 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 AUTHORIZER

The staff and Board of Directors of Altus Schools East County and the Authorizer 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 Authorizer, and (3) ensure a fair and timely resolution to disputes.

The Charter School and the Authorizer are encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the Authorizer regarding the terms of this charter or any other issue regarding ASEC and the Authorizer’s relationship, ASEC staff, employees and Board members and the Authorizer agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the Authorizer Superintendent or designee and the ASEC School Coordinator, or their respective designees. In the event that the Authorizer 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 Authorizer 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 Authorizer’s ability to proceed with revocation in accordance with Education Code Section 47607.

The ASEC School Coordinator or designee and Authorizer 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 Authorizer 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 Authorizer 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 Authorizer Superintendent or designee and the School Coordinator or designee. 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 Authorizer 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 Authorizer 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 Charter 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 Authorizer 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 Authorizer 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 Authorizer 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 will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly (within 72 hours of the Closure Action) notify parents and students of ASEC, the Authorizer, 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 Authorizer 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 Authorizer to store original records of ASEC students. All student records of ASEC shall then be transferred to the Authorizer upon school closure. If the Authorizer 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 Authorizer 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 Authorizer or Authorizer property will be promptly returned upon school closure to the Authorizer. 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 Southern California, 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(h).*

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 Authorizer 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 Authorizer:

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 Authorizer as required by law and as requested by the Authorizer 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 Authorizer 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 Authorizer.

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 request of the Authorizer:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$5,000 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 \$3,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by Safety National Insurance.
- 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 \$3,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by Safety National Insurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention. Excess workers' compensation coverage of \$900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at \$1,000,000 statutory limits is underwritten by Safety National Insurance Company.

The Authorizer shall be named as an additional insured on all policies of ASEC. Evidence of the above insurance coverage shall be provided to the Authorizer any time upon request.

Pursuant to Education Code Section 47604, the Authorizer shall not be liable for the debts or obligations of ASEC. ASEC shall hold harmless, defend, and indemnify the Authorizer, 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 Authorizer, 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 nonclassroom-based/independent study charter school, it is understood that ASEC shall serve students who reside in 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 Authorizer.

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 Authorizer 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 supervisory oversight fees collected pursuant to Section 47613.

In accordance with Education Code Section 47613(a), the Authorizer 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(h).*

ASEC shall be operated by Altus Schools Southern California, 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 Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of ASEC.

Further, ASEC and the Authorizer may enter into a memorandum of understanding, wherein ASEC shall indemnify the Authorizer for the actions of ASEC under this charter.

The corporate bylaws of ASEC 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 Authorizer 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

By approving this charter for the establishment of ASEC, the Authorizer 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 Authorizer to establish the highest bar for what a charter school can and should be. To this end, ASEC pledges to work cooperatively with the Authorizer to answer any concerns concerning this charter and to present the Authorizer with the strongest possible proposal requesting a five-year charter term from July 1, 2025 through June 30, 2030 in accordance with Education Code Section 47605 and its implementing regulations.

ALTUS SCHOOLS SOUTH BAY

**Charter Renewal Petition Packet Submitted to the
Sweetwater Union High School District Board of Education July xx, 2024**

Charter Term: July 1, 2025 – June 30, 2030

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 A. Authorizer Oversight Letters of Full Compliance

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- G. Proof of Active Corporation Status
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- L. DASS MOU for Renewal Criteria
- M. Board of Directors Roster
- N. WASC Approval Letter
- O. UC A-G Approval List
- P. NCAA Approval List
- Q. College Board Approval List
- R. GATE Plan
- S. English Learner Plan
- T. Homeless and Foster Youth Plan
- U. Pregnant/Parenting Plan
- V. Altus Schools Course Catalog with descriptions
- W. El Dorado County Charter SELPA Letter of Good Standing
- X. School Calendar (2025-26)
- Y. SB 740 Funding Determination
- Z. Letters of Support from Community Groups
- AA. Letters of Support from Parents/Students/Alumni
- BB. Resource Center Photos
- CC. Grant Approval Letters
- DD. Multi-Tiered System of Supports Plan
- EE. Dual Enrollment Agreements
- FF. Articulation Agreements
- GG. Mental Health Plan
- HH. Work Experience Approval Letter
- II. Middle School Sample Curriculum Scope and Sequence
- JJ. High School Sample Curriculum Scope and Sequence
- KK. Proof of 501(c)(3) tax exempt status

Affirmations and Declaration

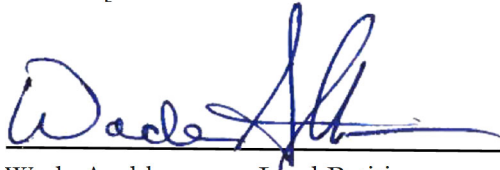
I, Wade Aschbrenner, hereby certify that the information submitted in this petition for the renewal of a California public charter school named *Altus Schools South Bay* (“**ASSB**” or the “**Charter School**”), operated by Altus Schools Southern California (“Altus Schools”) a California nonprofit corporation, and authorized by the California State Board of Education (“SBE”) 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

6/11/2024

Date

Introduction

BACKGROUND

The California State Board of Education approved a charter for Sweetwater Secondary on July 13, 2017, after the Charter School’s petition was denied by Sweetwater Union High School District (“SUHSD”) and the San Diego County Board of Education. The Charter School was approved for a five-year term from 2017-2022. The charter term was thereafter extended by two years, through June 30, 2024, pursuant to Education Code Section 47604.4, and one additional year by SB 114 (2023), through June 30, 2025. The Charter School submits this renewal charter to SUHSD pursuant to Education Code Section 47605.9(b)

Sweetwater Secondary 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’s name to **Altus Schools Southern California (“Altus Schools”)** and change the names of the charter schools operated by the Corporation (**Appendix F**).

Sweetwater Secondary is now named **Altus Schools South Bay and is operated by Altus Schools Southern California**.

ASSB¹⁴ 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.

¹⁴ “*Altus Schools South Bay was previously known as Sweetwater Secondary. All references to Altus Schools South Bay are intended to include the school’s historical name, Sweetwater Secondary. The historical data shown for Altus Schools South Bay can be found online under the previous name of Sweetwater Secondary School or Sweetwater Secondary.*”

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

Figure 1. Number of Students Served from Sweetwater Union High School District (SUHSD) from 2017-2018 to 2023-2024

Number of Student Served from Sweetwater Union High School District							
School Year	2017-2018	2018-2019	2019-2020 <i>COVID Surge</i>	2020-2021 <i>COVID Surge</i>	2021-2022	2022-2023	2023-2024
Students Served from SUHSD	232	313	395	412	458	454	403*

*YTD as of March 2024

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 from SUHSD between 2019 and 2024.

Solid Financial Plan

The five-year period from July 1, 2018, through June 30, 2023, has shown steady growth in Altus Schools South Bay's reserve, from \$1,201,921 as of June 30, 2018, to \$4,123,500 as of June 30, 2023. This represents an average contribution to the Charter School's reserve of \$584,316 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 \$377,292 in FY 2025-26, \$388,756 in FY 2026-27, \$402,928 in FY 2027-28 and \$418,210 in FY 2028-29.

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 2022-23. 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.

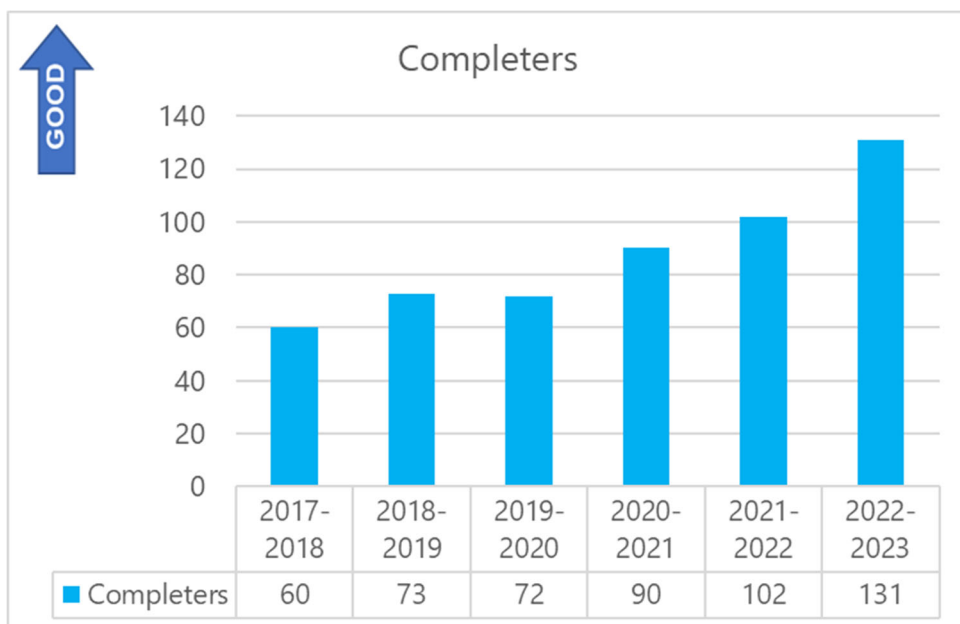
The Charter School prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leaders compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows the 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 in 2017, the operation and financial audits have been consistently clean with no audit findings.

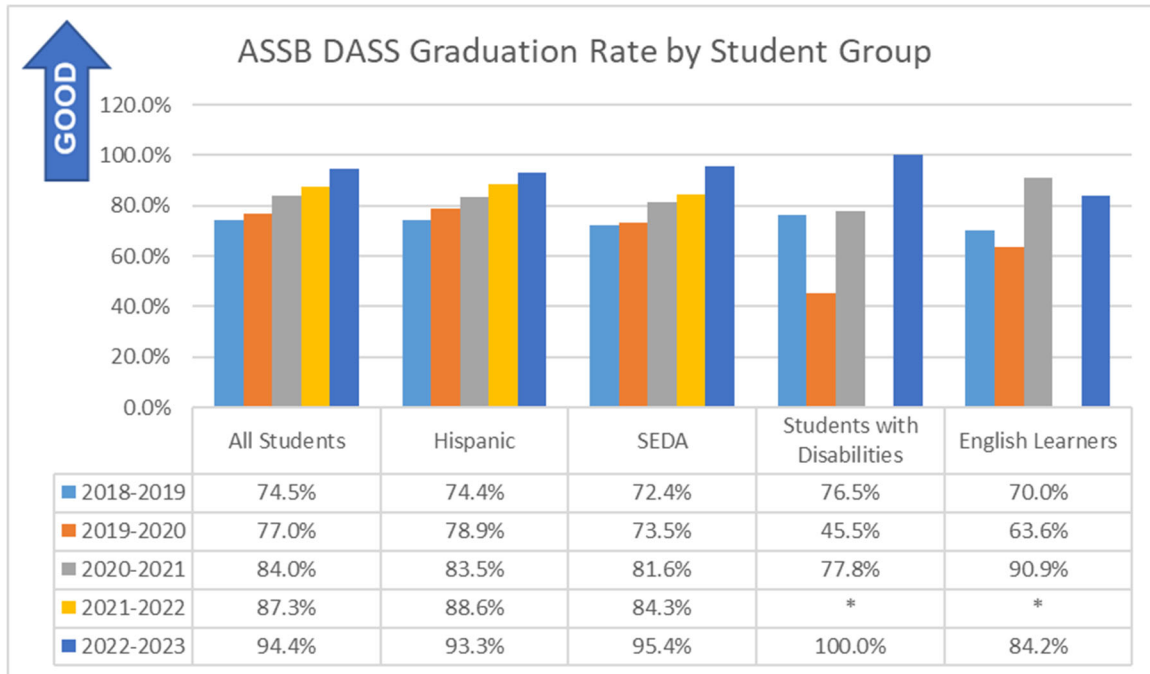
ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

Some of ASSB’s accomplishments over the prior charter term include:

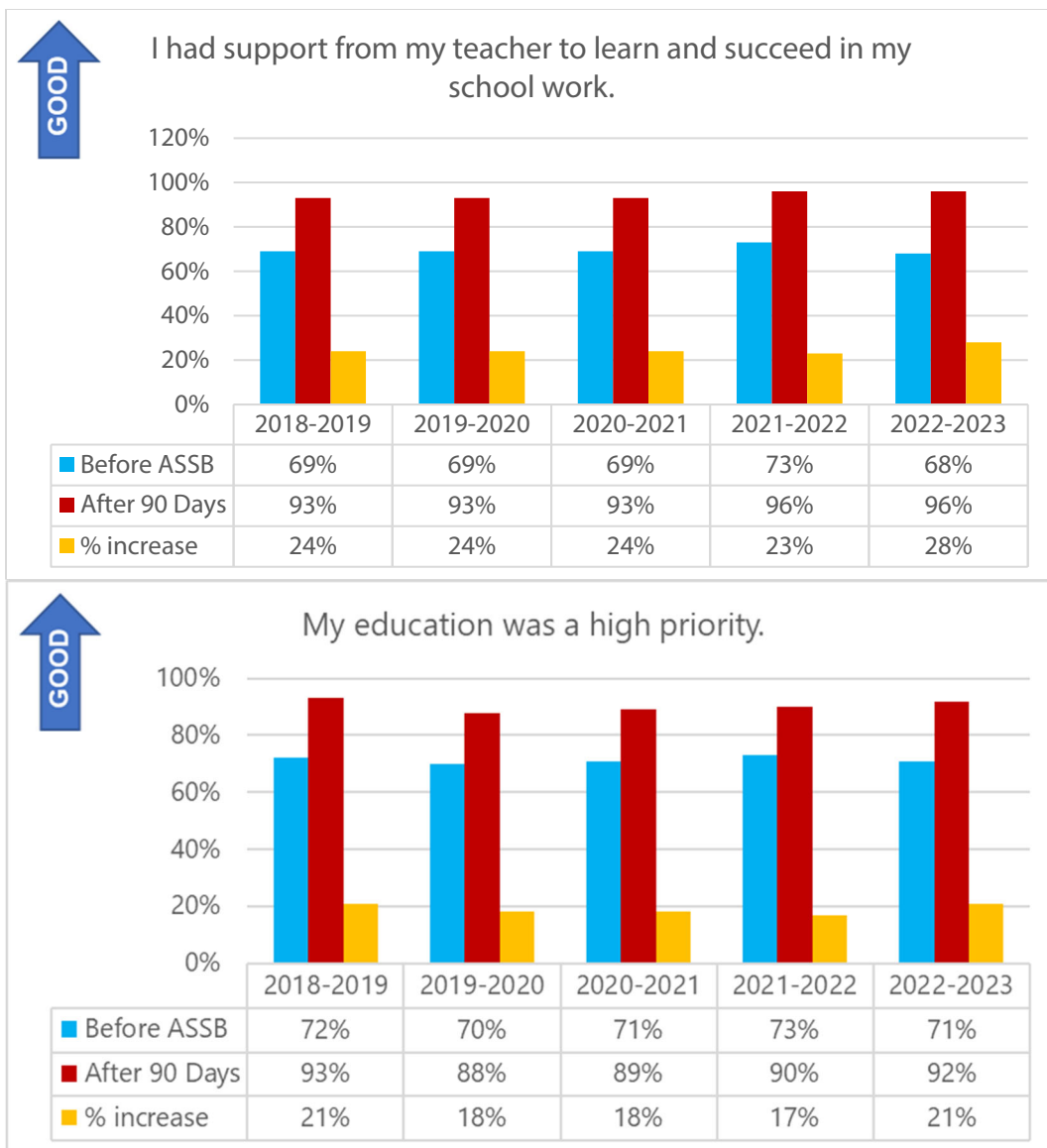
- In the last six years, over 500 ASSB students (the majority not on track to graduate upon enrollment) have completed their high school requirements by receiving a diploma or passing one of the California CDE approved equivalency certificates (General Equivalency Diploma (“GED”), High School Equivalency Test (“HiSET”) or California High School Proficiency Exam (“CHSPE”))



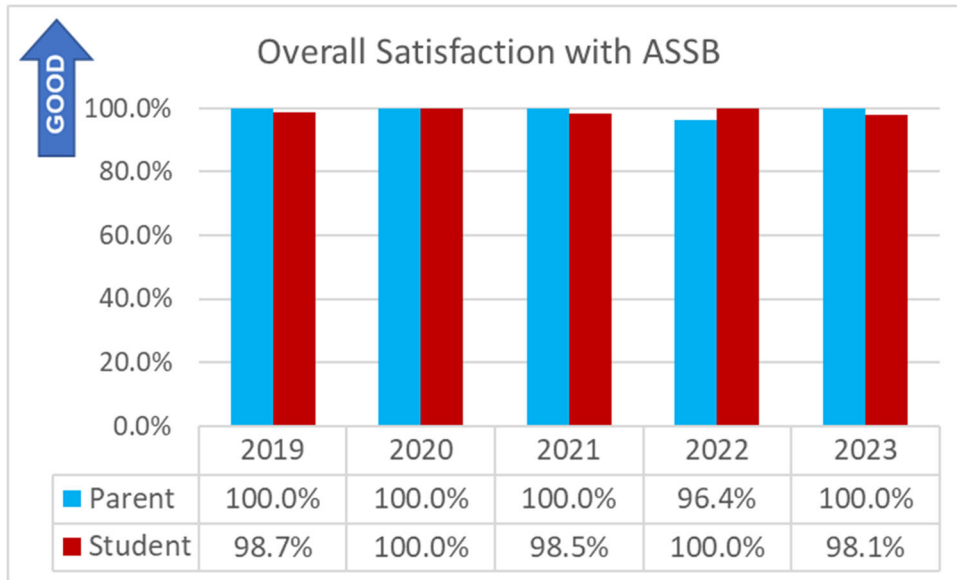
- ASSB has consistently been in good standing with its authorizer and the CDE has determined that ASSB is in compliance with the ASSB charter petition and the MOU between the California State Board of Education and ASSB each year since its establishment in 2017.
- ASSB has consistently Met all Local 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 (19.9%), Hispanic students (18.9%), SED students (23.0%), Students with Disabilities (23.5%), and English Learners (14.2%) **(Figure 16)**.



- As a DASS school, ASSB 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 2021-22 and 2022-23 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 ASSB 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 2023 ASSB achieved a 5.5% Chronic Absenteeism rate. This was 20.7% lower than the San Diego County DASS Schools Average and 41.6% lower than the State DASS average. **(Figure 22)**
- In 2023 ASSB Dashboard result for English Learner Progress was 10.7% higher than the county DASS average and 15.3% 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 11 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
 - Teacher Education
 - Retail Sales and Marketing
- ASSB currently has 10 courses articulated for college credit:
 - Entrepreneurship 1, 2

- Child Development 1, 2
- Design Careers 1, 2
- Environmental Sustainability 1, 2
- Hospitality Management 1, 2
- Information and Communication Technology 1,2
- Health Science Concepts 1, 2
- Photography 1, 2
- Teacher Education 1, 2
- Retail Sales and Marketing 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 10 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 United States Government and Politics 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 (“DASS”) 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).
- DASS – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

ASSB is a DASS school, entitled to presumptive approval because it met the agreed-upon alternative metrics.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard ~~will use~~ used 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. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten 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

Altus Schools South Bay Dashboard State and Local Indicators (2022)

The following charts reflect the Charter School’s 2022 and 2023 Dashboard performance indicators:

The Charter School’s Dashboard State Indicators – 2022

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Medium	N/A
Academic Engagement	Graduation Rate	Very Low	N/A
Academic Performance	English Learner Progress	Medium	N/A
Academic Performance	College/Career	N/A	N/A
Academic Performance	English Language Arts	Low	N/A
Academic Performance	Mathematics	Very Low	N/A
Conditions & Climate	Suspension Rate	Very Low	N/A

The Charter School's Dashboard State Indicators – 2023

Priority	State Indicator	Status	Dashboard Color
Academic Engagement	Chronic Absenteeism	Medium	Green
Academic Engagement	Graduation Rate	Very Low	Red
Academic Performance	English Learner Progress	Medium	Orange
Academic Performance	College/Career	Low	N/A
Academic Performance	English Language Arts	Low	Yellow
Academic Performance	Mathematics	Very Low	Orange
Conditions & Climate	Suspension Rate	Very Low	Blue

The Charter School's Dashboard Local Indicators – 2022

Local Indicator	Status
Basics: Teachers, Instructional 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

The Charter School's Dashboard Local Indicators – 2023

Local Indicator	Status
Basics: Teachers, Instructional 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, 2022 and

2023 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 Charter 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>	
State and Local Measure	CAASPP (SBA) ELA Dashboard Distance from Standard
The target has been	MET

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

CAASPP Dashboard Academic Indicator ELA DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools South Bay	-3.2	COVID	COVID	-15.2	-9.5
MAAC Charter	-162.7	COVID	COVID	-157.7	-190.9
Alta Vista Academy	***	COVID	COVID	***	-99.3
Palomar High	-132.1	COVID	COVID	-161.9	-158.6
Sweetwater Community Day	***	COVID	COVID	***	***
SD County DASS Avg	-68.8	COVID	COVID	-90.8	-135.9
State DASS Avg	-81.2	COVID	COVID	-114.7	-118.2

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

Source: California Dashboard Data Files (2023); <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 -9.5 DFS for all students on the 2023 Dashboard Academic Indicator in ELA. ASSB's DFS on CAASPP ELA improved by 5.7 points from the 2022 to the 2023 Dashboards. ASSB's 2023 ELA DFS result on the Dashboard was over 125 pts higher than the San Diego County DASS average and almost 110 pts higher than the DASS state average (**Figure 3**). **This result significantly outperforms the other comparable DASS schools serving the same region, such as MAAC Charter, Alta Vista Academy, and Palomar High.**

DASS Charter School Renewal MOU Criteria #2

State and Local Measure	CAASPP (SBA) Mathematics Dashboard Distance from Standard
The target has been	MET

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

CAASPP Dashboard Academic Indicator Math DFS--All Students					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Altus Schools South Bay	-95.7	COVID	COVID	-120.3	-115.7
MAAC Charter	-235.8	COVID	COVID	-227	-225.2
Alta Vista Academy	***	COVID	COVID	***	-147.5
Palomar High	-180.6	COVID	COVID	-224.7	-234.9
Sweetwater Community Day	***	COVID	COVID	***	***
SD County DASS Avg	-157.5	COVID	COVID	-157.3	-185.2
State DASS Avg	-162.7	COVID	COVID	-164.6	-192.8

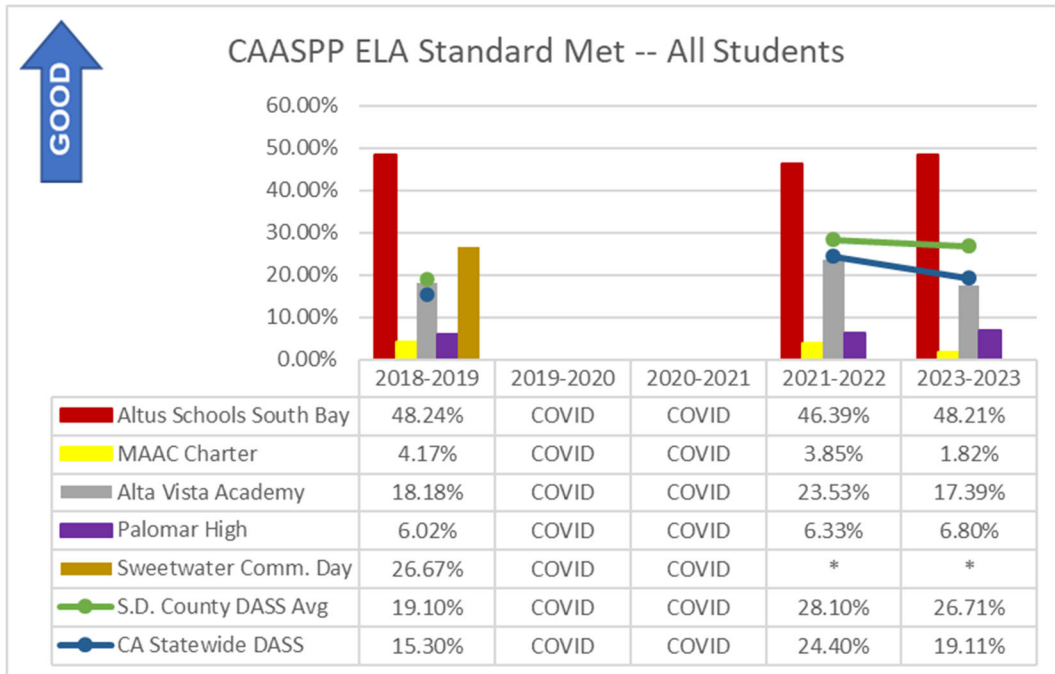
(Please note that there was no Dashboard and no Dashboard Indicator in 2020 & 2021 due to COVID)

Source: California Dashboard Data Files (2023); <https://caaspp-elpac.ets.org/caaspp/>

The target identified in the ASSB'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 -115.7 DFS for all students on the 2023 Dashboard Academic Indicator in Mathematics. ASSB's Math DFS result on the Dashboard was 70 pts higher than the San Diego County DASS average and 77 pts higher than the statewide DASS average (**Figure 4**). **This result significantly outperforms the other comparable DASS schools serving the same region as ASSB.**

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

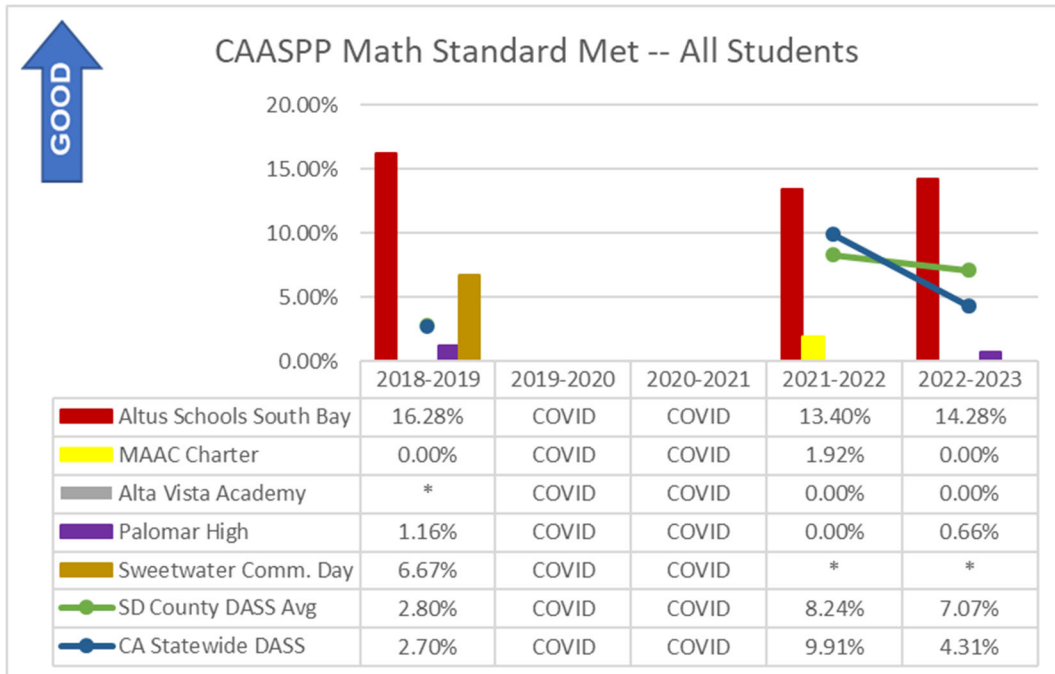
Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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 significantly outperformed both the San Diego County and statewide DASS averages in ELA proficiency % for CAASPP ELA Standard Met (Figure 5).**

DASS Charter School Renewal MOU Criteria #4	
State and Local Measure	CAASPP SBA Assessments Math Proficiency Rate
The target has been	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)

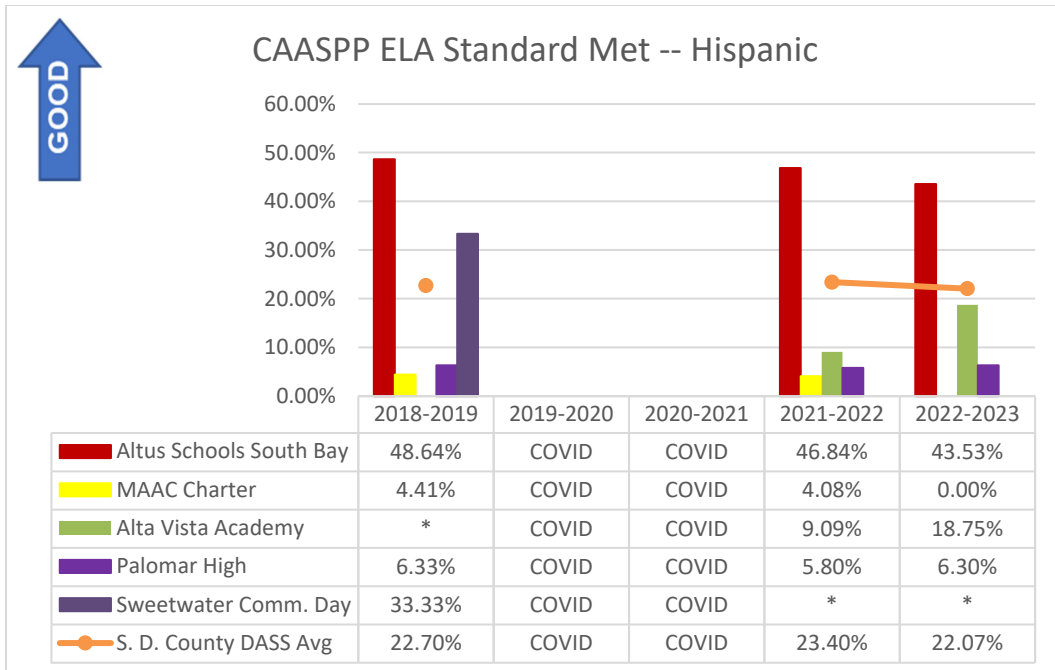
Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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 2023, San Diego County DASS schools’ average proficiency rate for Mathematics was 7.07% and statewide the rate was 4.31%. ASSB’s Math Proficiency rate in 2023 was 14.28%, significantly outperforming both the County and Statewide result.

The target identified in the ASSB’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 significantly outperformed both the San Diego County and statewide DASS averages in Math proficiency % for CAASPP Math Standard Met (Figure 6).**

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

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

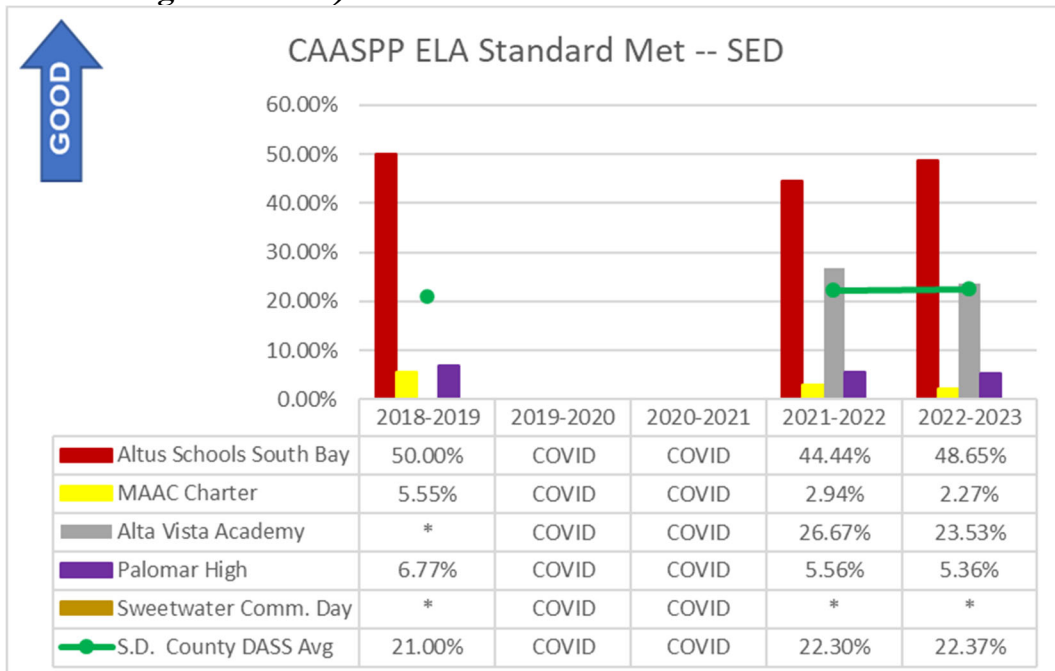


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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

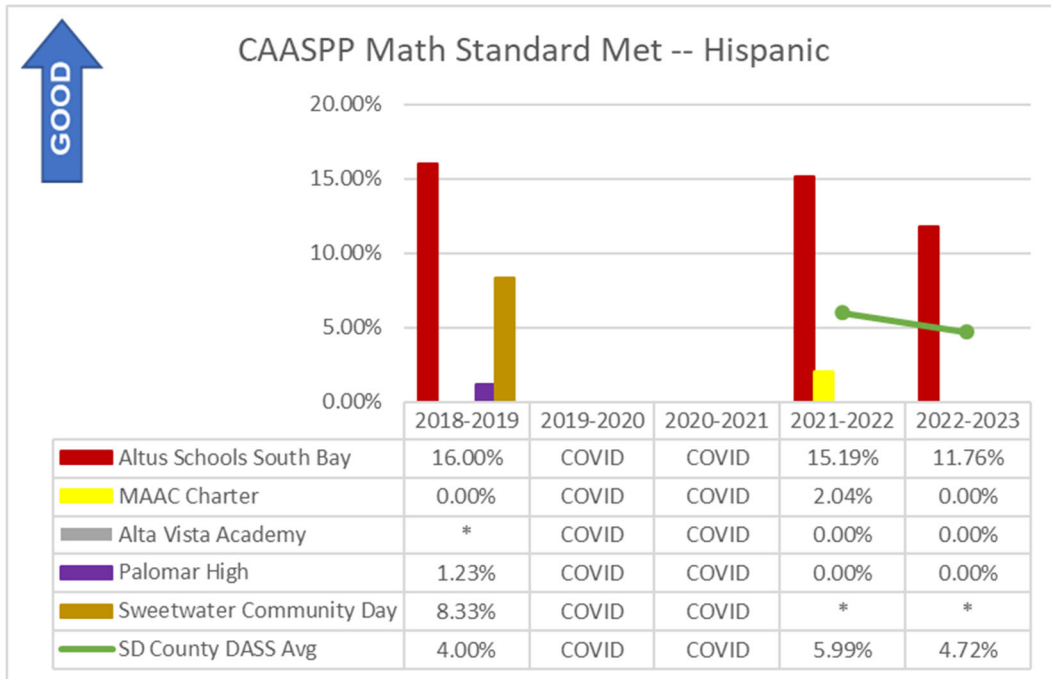


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <https://caaspp-elpac.cde.ca.gov/caaspp/>

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

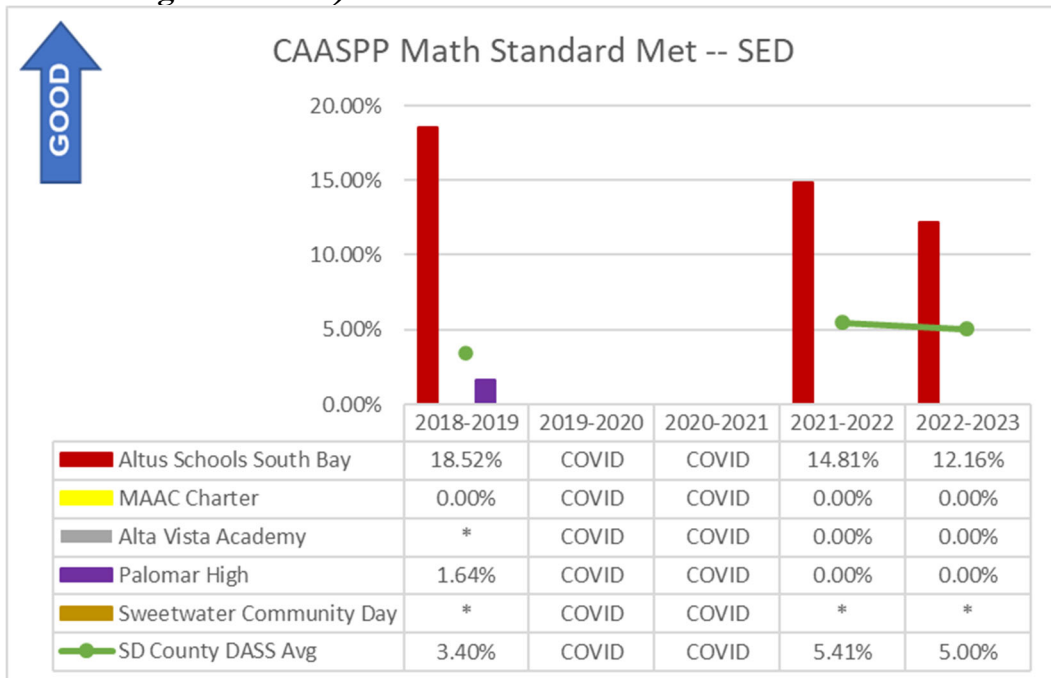


* represents < 11 students. CDE does not release school data for fewer than 11 students.

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

Source: CDE CAASPP Results (2022-2023); <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 (2022-2023); <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 (43.5%-48.6%) of Hispanic students who met or exceeded the ELA standard, were from 21% to 26% higher than the San Diego County DASS percentages for proficiency on ELA each year (**Figure 7**). For SED students, the ASSB percent standard met were between from 22% to 29% higher than the San Diego County DASS percentages for proficiency on ELA each year (**Figure 8**). **ASSB also significantly 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 (11.76%--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 2023 (**Figure 9**). For SED students, the ASSB percent standard met and higher (12.2% to 18.5%) also more than doubled the San Diego County DASS percentages for proficiency for SED students in Math each year (**Figure 10**). **ASSB also significantly outperformed the other DASS schools in Math in the South Bay community for all students and for significant student groups.**

<i>DASS Charter School Renewal MOU Criteria #6</i>	
State and Local Measure	Local Indicators
The target has been	MET

Figure 11. Dashboard Local Indicators

Local Indicator	2019 Result	2020 Result	2021 Result	2022 Result	2023 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Local Climate Survey	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	COVID: CDE Suspended Dashboard	Reported to CDE (No Dashboard)	Standard Met	Standard Met

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

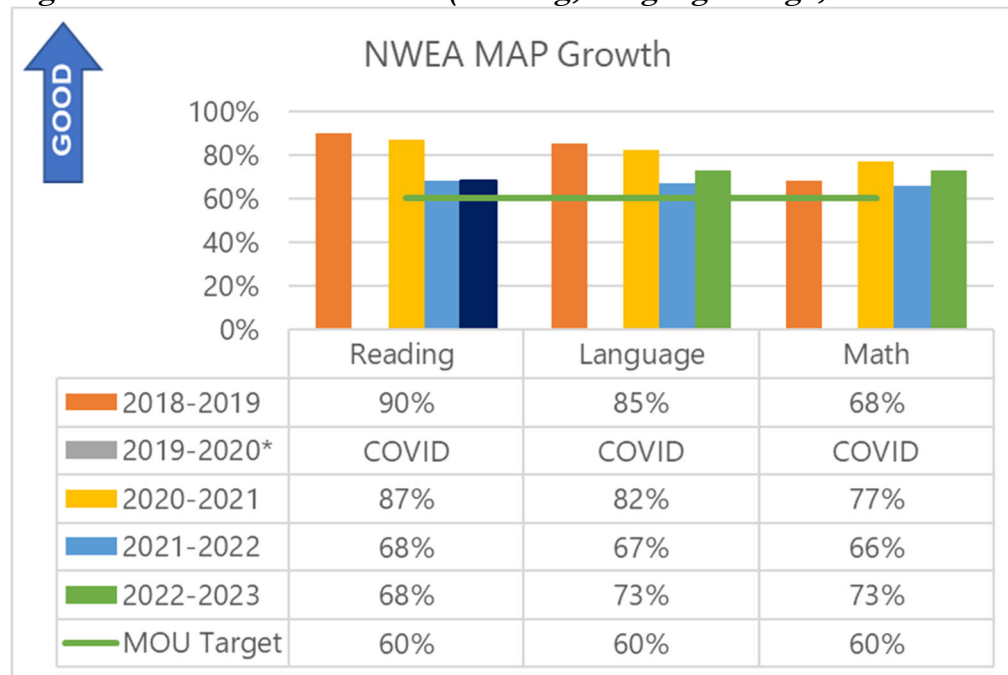
Included in ASSB's DASS Charter School Renewal Criteria is to Meet all Local Indicators on the Dashboard as reflected by receiving Standard Met. As demonstrated above, ASSB met standards for all local indicators in 2019, 2022, and 2023. *The CDE Suspended Reporting of Local Indicators in 2020 in response to COVID and for 2021, LEAs reported to the CDE but no Standard Met/Not Met were released by the CDE.*

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, 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.

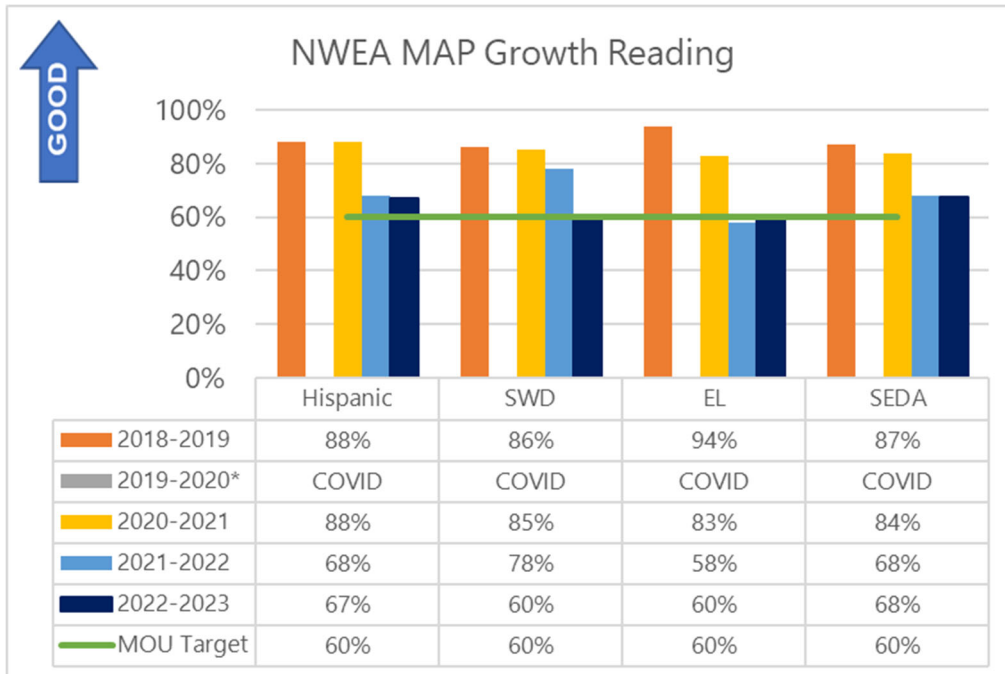
Figure 12. NWEA MAP Growth (Reading, Language Usage, and Mathematics)



Source: NWEA MAP Growth Reports (2018-2023)

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).

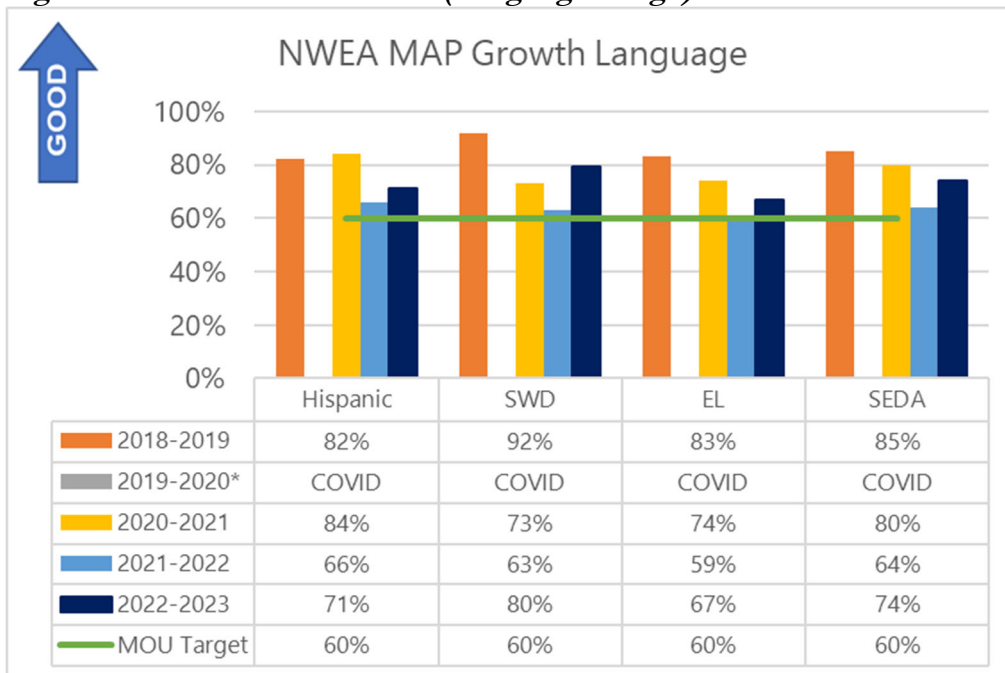
Figure 13. NWEA MAP Growth (Reading)



Source: NWEA MAP Growth Reports (2018-2023)

MAP Growth results are also disaggregated by student group and results utilized to apply differentiated strategies for significant student populations at ASSB. Overall, from 2018-2019 through 2022-2023, 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).**

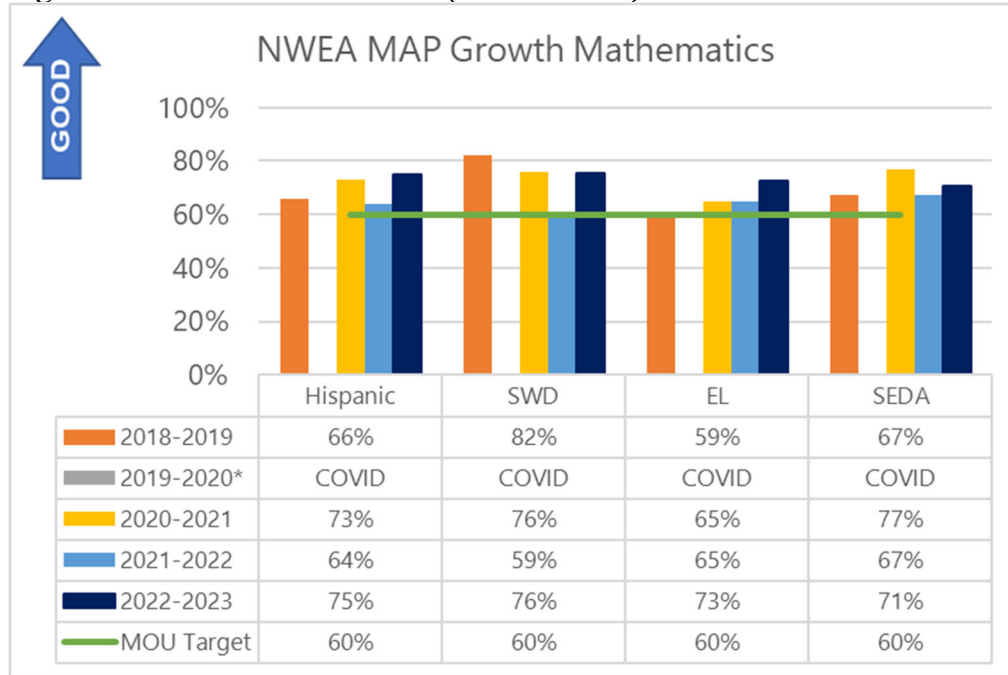
Figure 14. NWEA MAP Growth (Language Usage)



Source: NWEA MAP Growth Reports (2023)

Over the past five years, 15 of 16 (94%) 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 while English Learners exceeded the growth target in 3 of 4 years.

Figure 15. NWEA MAP Growth (Mathematics)

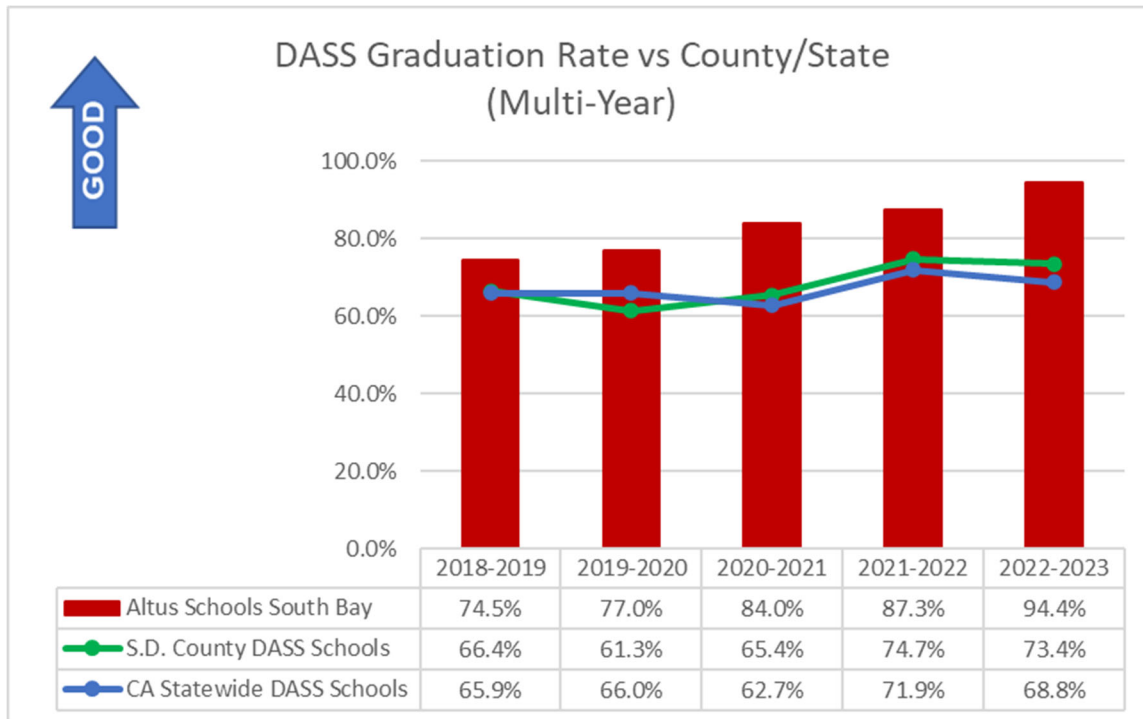


Source: NWEA MAP Growth Reports (2023)

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 2018-2019 through 2022-2023 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**).

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

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



Source: California Dashboard Data Files (2023); <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**).

DASS Charter School Renewal MOU Criteria #9

State and Local Measure One-Year Dropout Rate

The target has been MET

Figure 17. One-Year Dropout Rate

One-Year Dropout Rate					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	2.9%	2.7%	1.9%	3.6%	3.3%
Target	5.0%	5.0%	5.0%	5.0%	5.0%

Source: CDE DataQuest and CALPADS Fall 1 Data – Dropouts (2023)

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**).

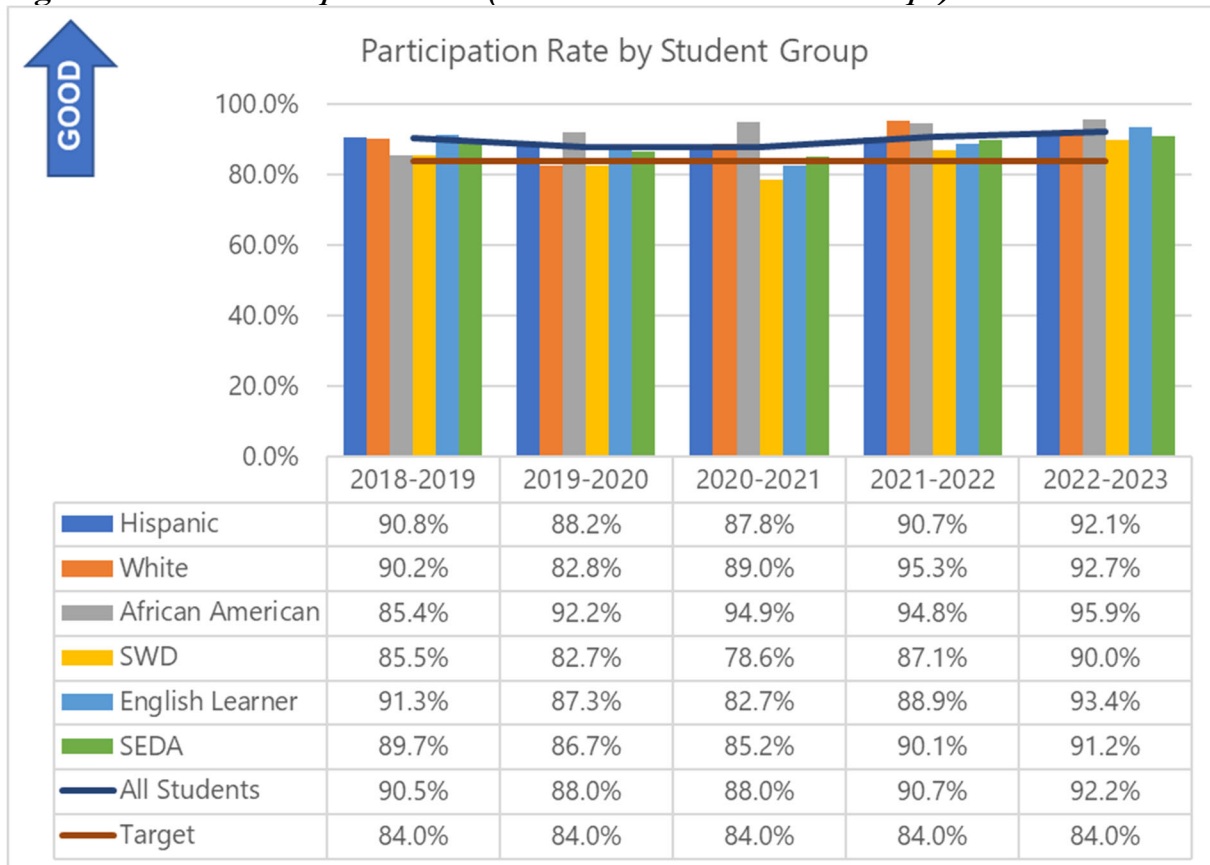
The Annual Adjusted Grade 9-12 Dropout Rate (One-Year Dropout Rate) is a key measure in demonstrating positive student outcomes. Formerly the One-year Dropout Rate was reported by the CDE annually. The last CDE release of the Annual Adjusted Grade 9-12 Dropout rate was for 2016-

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**).

DASS Charter School Renewal MOU Criteria #10

State and Local Measure	Participation Rate
The target has been	MET

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



Source: School Pathways Student Information System (2018-2023)

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 (26 of 30, 87%) of student groups (**Figure 18**). In 2021-22 and 2022-23, the Renewal MOU participation rate was exceeded by ALL student groups meeting the DASS Renewal MOU Criteria targets.

DASS Charter School Renewal MOU Criteria #11

State and Local Measure	Suspension Rate
The target has been	MET

Figure 19. ASSB Suspension Rates

Suspension Data					
Year	Suspension Rate	San Diego County DASS Rate	State DASS Rate	MOU Target	Target Met
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
2021-2023	0.0%	2.6%	3.9%	< 1.5%	Yes

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

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. ASSB Expulsion Rates

Expulsion Data					
Year	Expulsion Rate	San Diego County DASS Rate	DASS State	MOU Target	Target Met
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
2021-2023	0.0%	0.0%	0.1%	< 1.0%	Yes

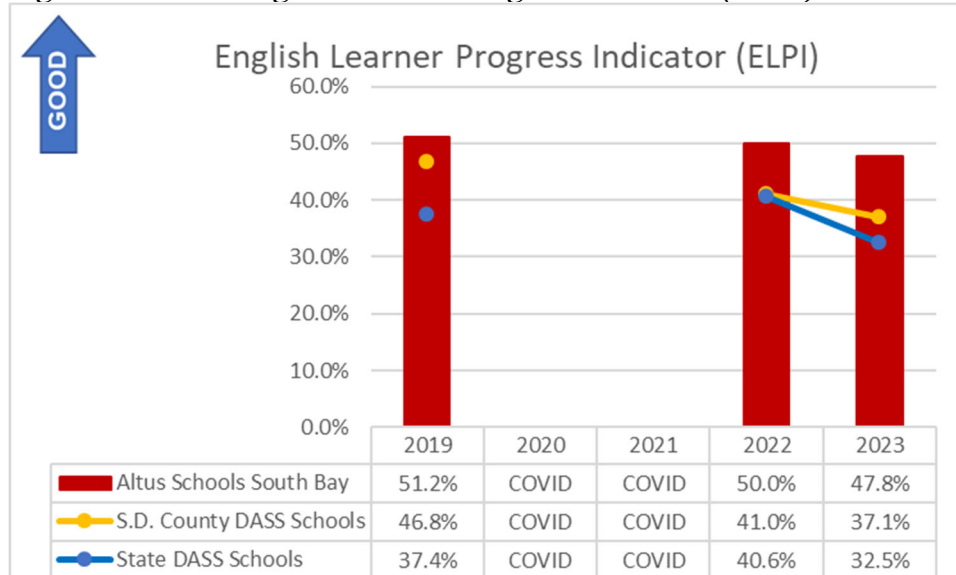
Source: California School Dashboard (2023); <https://www.caschooldashboard.org/> and CDE DataQuest (2023)

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. ASSB English Learner Progress Indicator (ELPI)

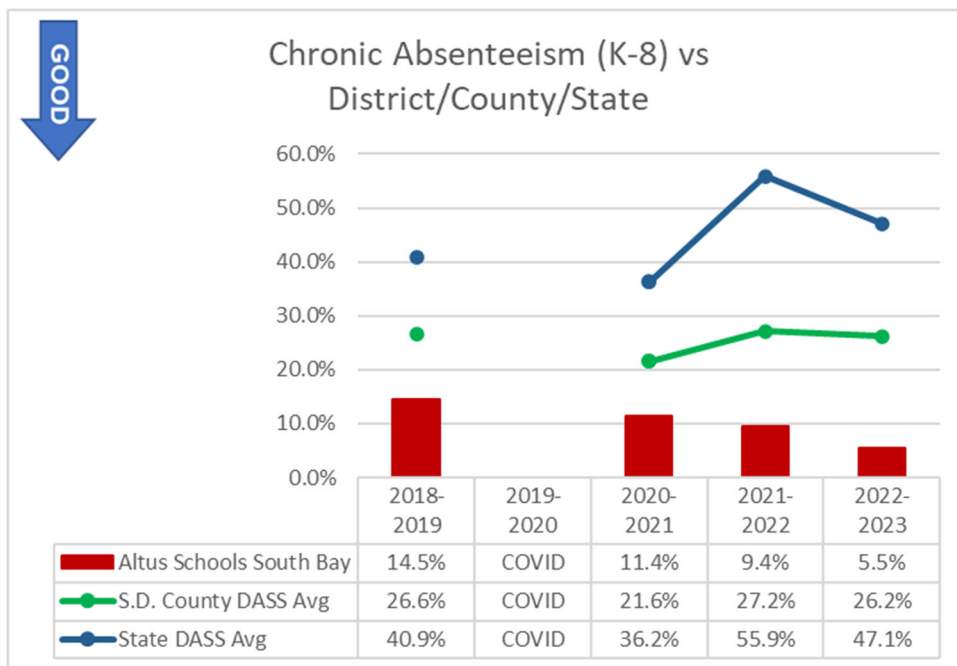


Source: California School Dashboard <https://www.caschooldashboard.org/>

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, 2022, and 2023. 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 has significantly 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. ASSB Chronic Absenteeism

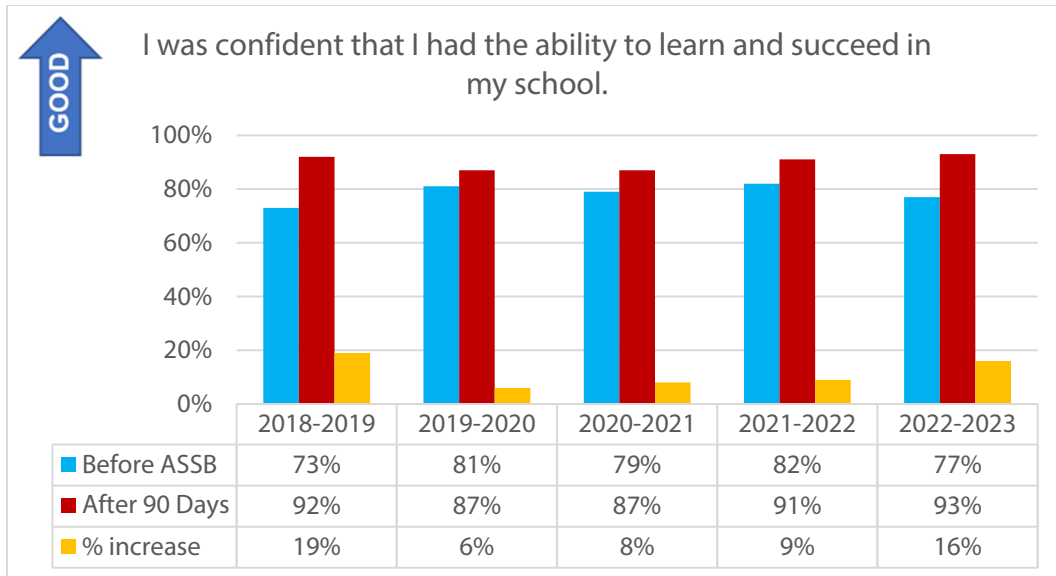


Sources: California School Dashboard (2023) <https://www.caschooldashboard.org/> and CDE DataQuest (2023) <https://dq.cde.ca.gov/dataquest/>

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’ 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 significantly outperformed 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.**

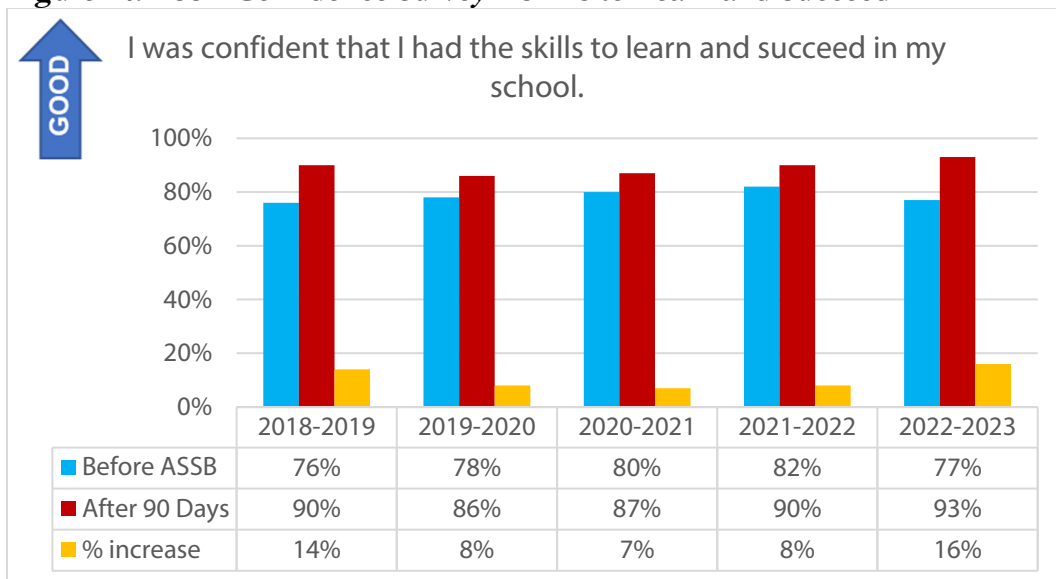
DASS Charter School Renewal MOU Criteria #15	
State and Local Measure	Confidence Survey Results
The target has been	MET

Figure 23. ASSB Confidence Survey – Ability to Learn and Succeed



Source: Naviance (2018-2023)

Figure 24. ASSB Confidence Survey – Skills to Learn and Succeed



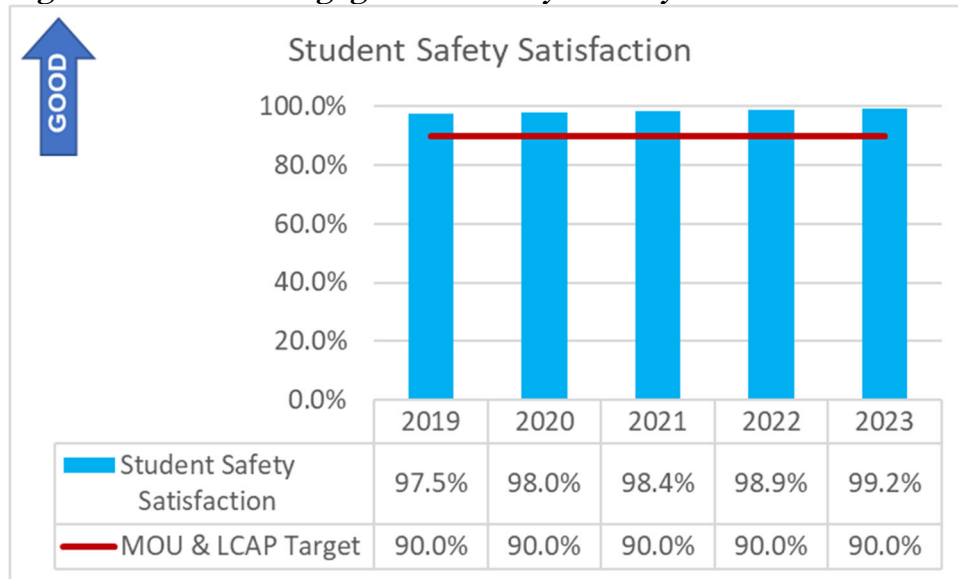
Source: Naviance (2018-2023)

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. In 2021-22 and 2022-23, the Renewal MOU confidence rate target met the DASS Renewal MOU Criteria targets (**Figures 23-24**).

DASS Charter School Renewal MOU Criteria #16

State and Local Measure	Student Safety Satisfaction Survey Results
The target has been	MET

Figure 25. Student Engagement Survey – Safety Satisfaction



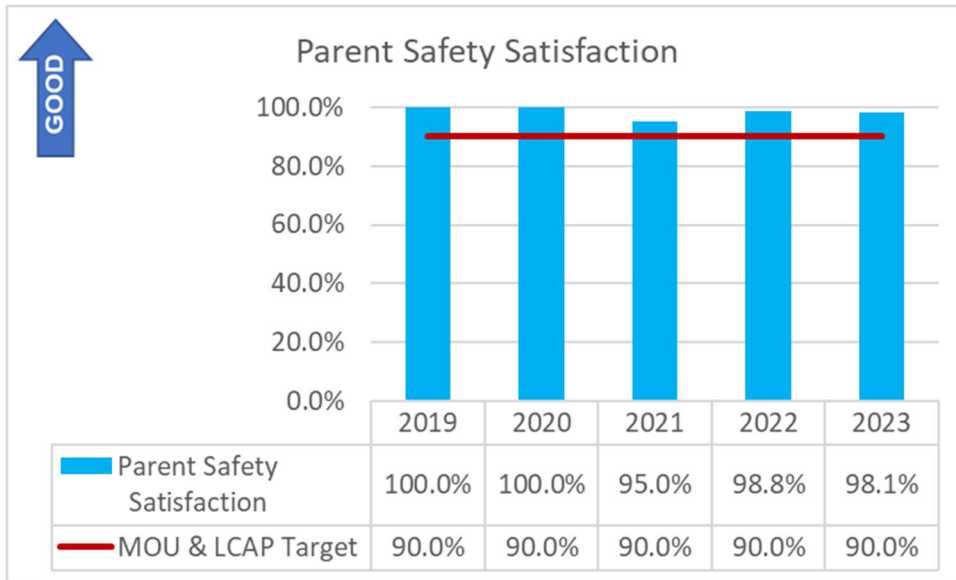
Source: Survey Monkey (2019-2023)

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. The School has met the DASS Renewal MOU Criteria target for student safety each year (**Figure 25**).

DASS Charter School Renewal MOU Criteria #17

State and Local Measure	Parent Safety Satisfaction Survey Results
The target has been	MET

Figure 26. Parent Engagement Survey – Safety Satisfaction



Source: Survey Monkey (2019-2023)

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. ASEC has met the DASS Renewal MOU Criteria target for parent safety each year (**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 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.

ASSB DASS Renewal MOU Criteria: Target Met Summary						
		18-19	19-20	20-21	21-22	22-23
MOU #1	<i>Smarter Balanced Assessments DFS – ELA</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #2	<i>Smarter Balanced Assessments DFS – Math</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #3	<i>Smarter Balanced Assessments Proficiency Results – ELA</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #4	<i>Smarter Balanced Assessments Proficiency Results – Math</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #5	<i>Smarter Balanced Assessments Proficiency: Significant Student Groups</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #6	<i>Local Indicators on Dashboard</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #7	<i>Verified Assessment Results (NWEA MAPS)</i>	Partially Met	COVID	Target Met	Partially Met	Target Met
MOU #8	<i>DASS Graduation Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #9	<i>1-Year Dropout Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #10	<i>Student Participation Rate</i>	Target Met	Partially Met	Partially Met	Target Met	Target Met
MOU #11	<i>Suspension Rate Indicator</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #12	<i>Expulsion Rate</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #13	<i>English Learner Progress Indicator</i>	Target Met	COVID	COVID	Target Met	Target Met
MOU #14	<i>Chronic Absenteeism Dashboard Indicator</i>	Target Met	COVID	Target Met	Target Met	Target Met
MOU #15	<i>Student Confidence</i>	Target Met	Not Met	Not Met	Target Met	Target Met
MOU #16	<i>Student Safety</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #17	<i>Parent Safety</i>	Target Met	Target Met	Target Met	Target Met	Target Met
MOU #18	<i>College Persistence Rate and College Completion Rate</i>	N/A	N/A	N/A	N/A	N/A

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, 2025, to June 30, 2030.

Element A: Educational Program

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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(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 Proficiency Program (CPP).

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

PROJECTED ENROLLMENT AT P2 ADA REPORTING	2025-2026	2026-2027	2027-2028	2028-2029
Grades 7-8	53	54	54	55
Grades 9-12	396	399	404	408
<i>Total Projected Enrollment at P2 ADA Reporting</i>	<i>449</i>	<i>453</i>	<i>458</i>	<i>463</i>

ASSB provides an educational option to students and parents in the community who are disengaged and are seeking 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 2023-2024

Sweetwater Union High School District Demographics 2023-2024		
Ethnicity	Total	Percentage
African American	1,203	3.3%
American Indian or Alaska Native	151	0.4%
Asian	745	2.0%
Filipino	3,113	8.5%
Hispanic or Latino	25,900	70.6%
Pacific Islander	132	0.4%
White	3,987	10.9%
Two or More Races	1,331	3.6%
Not Reported	124	0.3%
Other Student Groups		
Socioeconomically Disadvantaged	21,473	58.5%
Students with Disabilities	5,456	14.9%
English Learners	8,244	22.5%
Foster Youth	69	0.2%
Homeless Youth	391	1.1%
Migrant Education	19	0.1%

CDE DataQuest (May 17, 2024) <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 2017-2024.

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	2023-2024
Students Served from SUHSD	232	313	395	412	458	454	403*

*YTD as of March 21, 2024

Based on the 2023-2024 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

ASSB and SUHSD 2023-2024 Demographics		
Ethnicity	ASSB	Sweetwater Union HSD
African American	3.7%	3.3%
American Indian or Alaska Native	0.3%	0.4%
Asian	1.1%	2.0%
Filipino	1.6%	8.5%
Hispanic or Latino	85.8%	70.6%
Pacific Islander	0.0%	0.4%
White	3.2%	10.9%
Two or More Races	3.7%	3.6%
Not Reported	0.5%	0.3%
Other Student Groups		
Socioeconomically Disadvantaged	75.1%	58.5%
Students with Disabilities	24.9%	14.9%
English Learners	24.1%	22.5%
Foster Youth	0.3%	0.2%
Homeless Youth	7.2%	1.1%
Migrant Education	0.0%	0.1%

CDE DataQuest (May 17, 2024) <https://dq.cde.ca.gov/dataquest/>

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 21st Century

ASSB helps students acquire the skills to survive and prosper in the 21st 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.

Additionally, instructional staff systematically monitor the academic performance of English Learners through Ellevation, an EL program management platform that integrates student data, monitoring forms, and digital workflow processes to streamline EL team collaboration. Naviance, MAP, SIS, Ellevation and Illuminate's 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 opportunities 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. Quarterly 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(g).

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 2025-2026 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 Dean of Academic Affairs and Altus Studies, design and create the subject matter curriculum using the State Standards and Frameworks 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, world 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 English Language Arts 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 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 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) or Honors American Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (textbook/online/blended options) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

Mathematics

Students use a focused and coherent curriculum that is aligned to the State Standards and Frameworks 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. Additionally, to support conceptual understanding of mathematical concepts, the math curriculum is supported with Math Virtual Reality simulations that allow students to provide solutions to real-world problems by using math.

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) or Integrated Math IA, IB (textbook/online/blended options)

Tenth Grade	Geometry 1, 2 (textbook/online/blended options) or Integrated Math IIA, IIB (textbook/online/blended options)
Eleventh Grade	Intermediate Algebra 1, 2 (textbook/online/blended options) or Integrated Math IIIA, IIIB (textbook/online/blended options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (textbook/online/blended options) or Honors Pre-Calculus 1, 2 (textbook) or AP Calculus A/B (online)

Science

All science courses are aligned to the Next Generation Science Standards. All science courses have wet and virtual labs embedded throughout each 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 and Physical Science through an integrated science course sequence. They are engaged with hands-on experiences as well as virtual and wet labs throughout their courses. The 9th-12th grade students are required to take two years of Science within the subjects of Earth and Space Science, Physics, Chemistry, Biology, or Marine 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) or Integrated Science 7-1, 7-2 (online)
Eighth Grade	Middle School Physical Science (textbook/online/blended options) or Integrated Science 8-1, 8-2 (online)
Ninth Grade	Earth and Space Science 1, 2 (textbook/online/blended options) or Physics 1, 2 (textbook/online/blended options)
Tenth Grade	Biology 1, 2 (textbook/online/blended options) or Marine Biology 1, 2 (textbook)
Eleventh Grade	Chemistry 1, 2 (textbook/online/blended options) or Honors Chemistry 1, 2 (textbook)
Twelfth Grade	AP Environmental Science (online)

Social Sciences

All social science courses are aligned to the State Standards and Frameworks 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 world history 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 fieldtrips.

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) or AP World History: Modern (online)
Eleventh Grade	United States History 1, 2 (textbook/online/blended options) or Honors United States History 1, 2 (textbook/online/blended options) or AP Human Geography 1, 2 (online)
Twelfth Grade	Government 1 (textbook/online/blended options) or AP US Government and Politics (online) and Economics 1 (textbook/online/blended options) or 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 (1-4) (UC required), and German (1-6) (UC required/recommended). Once a student completes Spanish 1-6, ASSB offers AP Spanish Language and Culture to extend the foundational world language skills learned. The world language curriculum satisfies the UC requirement for admission. Students may take a world language as early as the 7th 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) or German 1, 2 (textbook/online/blended options) or French 1, 2 (textbook/online/blended options)
Eighth Grade	Spanish 1-4 (textbook/online/blended options) or German 1-4 (textbook/ online/blended options) or French 1-4 (textbook/online/blended options)
Ninth Grade	Spanish 1-6 (textbook/ online/blended options) or German 1-6 (textbook/ online/blended options) or French 1-6 (textbook/online/blended options)
Tenth Grade	Spanish 1-6 (textbook/ online/blended options) or German 1-6 (textbook/ online/blended options) or French 1-6 (textbook/online/blended options)
Eleventh Grade	Spanish 1-6 (textbook/ online/blended options) or German 1-6 (textbook/ online/blended options) or French 1-6 (textbook/online/blended options)
Twelfth Grade	Spanish 1-6 (textbook/ online/blended options) or AP Spanish Language and Culture (online) or German 1-6 (textbook/ online/blended options) or French 1-6 (textbook/online/blended options) or

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, Art History, Commercial Art, Drawing, Photography, or Music Appreciation 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 PREFORMING 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 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online)

	*Music Appreciation 1, 2 (textbook)
Tenth Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)
Eleventh Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)
Twelfth Grade	*Art 1, 2 (textbook) *Commercial Art 1, 2 (textbook) *+Photography 1, 2 (textbook) *Drawing 1, 2 (textbook) *Art History 1, 2 (online) *Music Appreciation 1, 2 (textbook)

*UC A-G approved VAPA electives.

+articulated with community college for college credit

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 or Cadets Corps 1, 2

Tenth Grade	Physical Education 1-4 or Cadets Corps 1-4
Eleventh Grade	Physical Education 1-4 or Cadets Corps 1-4
Twelfth Grade	Physical Education 1-4 or Cadets Corps 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, 21st century citizens. For Middle School students, they are able to “try on” different careers by completing the Career Exploration Virtual Reality course.

GENERAL ELECTIVE COURSES	
Grades 7-8	
AVID 7a, 7b (textbook)	
AVID 8a, 8b (textbook)	
Career Explorations Virtual Reality (textbook)	
ELD MS Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)	
ELD MS Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)	
ELD MS Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)	
ELD MS Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)	
Empower Math 1a, 1b (textbook)	
Exploring Careers 1, 2 (online)	
Literacy 7 th 1, 2 (textbook)	
Literacy 8 th 1, 2 (textbook)	
Service Learning 1, 2 (textbook)	
Study Skills 7-1, 7-2 (textbook)	
Study Skills 8-1, 8-2 (textbook)	
Grades 9-12	
*AVID 9a, 9b (textbook)	
*AVID 10a, 10b (textbook)	
*AVID 11a, 11b (textbook)	

*AVID 12a, 12b (textbook)
Comprehensive Health (textbook/online/blended)
Driver's Education (textbook)
Early College Academy (textbook)
Journalism 1, 2 (textbook)
Service Learning 1, 2 (textbook)
Empower Math I A, B (textbook/online/blended)
Empower Math II A, B (textbook/online/blended)
Empower Math III A, B (textbook/online/blended)
Literacy 1, 2 (textbook/online/blended)
Literacy 3, 4 (textbook/online/blended)
ELD Language & Literacy 1, 2 (EL Level 1) (textbook/online/blended options)
ELD Language & Literacy 3, 4 (EL Level 2) (textbook/online/blended options)
ELD Language & Literacy 5, 6 (EL Level 3) (textbook/online/blended options)
ELD Language & Literacy 7, 8 (EL Level 4) (textbook/online/blended options)
*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, strengths and values 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 pathways plan. ASSB's students select 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 30 Career Technical Education ("CTE") courses for students who have expressed an interest in a specific industry sector, including a state approved general work experience program.

Courses such as Photoshop 1, 2 can lead to certification once the student completes the course. In addition to the 33 CTE courses, and the 11 Career Pathways listed below, ASSB offers a Virtual Reality Career Exploration and training program that provides students on demand internship-like experiences.

- Animal Science
- Business Management
- Child Development
- Design, Visual and Media Arts
- Environmental Resources
- Hospitality, Tourism and Recreation
- Marketing
- Patient Care
- Public Safety
- Software and Systems Development
- Teacher Education

CAREER TECHNICAL EDUCATION COURSES
Grades 9-12
Altus Success (blended)
Business Careers 1, 2 (textbook)
Career Explorations 1, 2 (online)
Career Planning and Development (online)
*+Child Development 1, 2 (textbook)
*Career and Life Management 1, 2 (textbook)
*Computer Science Discoveries 1, 2 (textbook)
*+Design Careers 1, 2 (textbook)
*+Entrepreneurship 1, 2 (textbook)
*+Environmental Sustainability (online)
Foundations of Personal Finance 1, 2 (textbook)
General Work Experience Ed. 1, 2 (textbook, online, blended)
General Work Experience Ed. 3, 4 (textbook, online, blended)
*+Health Science Concepts 1, 2 (online)
*Health Science and Medical Technology (online)
*Hospitality, Tourism & Recreation 1, 2 (textbook)
*+Hospitality Management 1, 2 (textbook)
*+Information and Communication Technology 1, 2 (online)
*Intro to Business 1, 2 (online)
*Intro to Green Technology and Energy 1, 2 (textbook)
Intro to Parenting (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 (blended)
*Psychology 1, 2 (textbook/blended/online)
*Personal Finance 1 (online)
*+Retail Sales and Marketing 1, 2 (textbook)
*+Teacher Education 1, 2 (textbook)
*Veterinary Science 1, 2
Virtual Reality Career Explorations (textbook)

*UC A-G approved CTE electives

+articulated with community college for college credit

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.

CALIFORNIA CADET CORPS COURSES	
Grades 7-12	
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	<ul style="list-style-type: none"> *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)
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**UC A-G approved electives*

EARLY COLLEGE CREDIT PROGRAM

ASSB encourages students in grades 9-12 to earn college credits while enrolled in high school through the Early College Credit Program. There are three ways that students can earn early college credits: AP Program, Articulation, and Dual Enrollment. With one-on-one guidance from instructional staff, students have the support needed to be successful in completing early college credits that fit the goals of their post high school pathway.

Advanced Placement Program

The College Board's Advanced Placement (AP) Program is an internationally recognized educational initiative that offers high school students the opportunity to engage in college-level coursework and earn college credits. Designed to provide rigorous academic challenges, the program encompasses a wide range of subjects, including mathematics, sciences, humanities, and world languages. By taking AP courses and exams, students can benefit in various ways, both academically and personally. One of the key advantages of participating in the AP Program is the chance to experience college-level instruction while still in high school. AP courses are taught with a level of depth and complexity that mirrors college courses, allowing students to develop the critical thinking, analytical, and problem-solving skills necessary for success at the post-secondary level. This exposure to advanced coursework prepares students for the academic demands they are likely to encounter in college and fosters a smooth transition to higher education. ASSB offers 10 AP courses and administers the AP Exam each May onsite for students. Students must earn a passing score on the AP exam, as determined by their post-secondary school.

AP COURSE MATRIX	
Grade Levels	Advanced Placement Courses Offered
9-12	<ul style="list-style-type: none"> *AP Human Geography 1, 2 *AP U.S. History 1, 2 *AP World History Modern 1, 2 *AP U.S. Government and Politics 1, 2 *AP English Language and Composition 1, 2 *AP English Literature and Composition 1, 2 *AP Calculus AB 1, 2 *AP Environmental Science 1, 2 *AP Spanish Language and Culture 1, 2 *AP Psychology 1, 2

**UC A-G approved course*

Articulation

ASSB has agreements in place with MiraCosta College that provide students with the opportunity to earn college credit for coursework completed at ASSB. These courses are designed to provide students with an opportunity to earn both high school and college credit simultaneously. Articulation provides a seamless transfer of credits from high school to college through “credit by exam”, allowing students to progress smoothly in their educational journey. By enrolling in these courses, students gain exposure to college-level curriculum and expectations while still in a supportive high school environment. The ASSB courses go through thorough review by the partnering college, reviewing syllabi, curriculum, learning objectives, and assessments to ensure the level of rigor and college course alignment in each articulated course. In order to receive the college credit, students must complete all applications by the timeline requested by the partnering college and earn a B or higher on the final exam and overall grade.

ARTICULATION MATRIX	
ASSB Course	MiraCosta College Credit
*Child Development 1, 2	CHLD 112
*Design Careers 1, 2	DESN 100
*Entrepreneurship 1, 2	BUS 130
*Environmental Sustainability 1, 2	HORT 166
*Health Science Concepts 1, 2	NURS 151
*Hospitality Management 1, 2	HOSP 100
*Information and Communication Technology 1, 2	CSIT 101
*Photography 1, 2	ART 251
*Retail, Sales and Marketing 1, 2	BUS 132
*Teacher Education 1, 2	EDUC 115

**UC A-G approved course*

Dual Enrollment

Dual Enrollment offers students the opportunity to take college courses with a community college of choice. While ASSB has established partnerships with local community colleges and continues to develop partnerships, students have the opportunity to complete dual enrollment courses at the California community college of their choice. By taking college courses online or on campus with a college professor, students are exposed to new ideas, perspectives and intellectual challenges. This exposure promotes critical thinking, analytical reasoning, problem solving skills and boosts confidence upon successful completion of dual enrollment courses. Although students can take any college course that is approved by the ASSB school counselor, ASSB recommends the following courses for their students to complete for dual enrollment: College and Career Planning, Career Technical Education, Government, Economics, Ethnic Studies, World Language and/or Visual and Performing Arts.

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.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits – <ul style="list-style-type: none"> • English 1-4 	2 credits – <ul style="list-style-type: none"> • Integrated Math 1 or • Algebra
2 credits – <ul style="list-style-type: none"> • American Literature, or • Honors American Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 2 or • Geometry
2 credits – <ul style="list-style-type: none"> • World Literature or • Contemporary Voices in Literature or • English Literature or • AP English Language and Composition or • AP English Literature and Composition 	2 credits – <ul style="list-style-type: none"> • Integrated Math 3 or • Intermediate Algebra
	Optional 4th Year Credits – <ul style="list-style-type: none"> • Statistics or • Pre-Calculus or • Honors Pre-Calculus or • AP Calculus AB
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits – Physical Science <ul style="list-style-type: none"> • Earth and Space Science or • Physics or • Chemistry 	2 credits – <ul style="list-style-type: none"> • World History, Geography & Economics or • AP World History Modern
2 credits – Life Science <ul style="list-style-type: none"> • Biology or • Marine Biology 	2 credits – <ul style="list-style-type: none"> • US History or • Honors US History or • AP US History
Optional 3rd Year Credits – <ul style="list-style-type: none"> • Honors Chemistry or • AP Environmental Science 	1 credit – <ul style="list-style-type: none"> • Government or • AP US Government and Politics

	1 credit – • Economics	
Physical Education - 4 semester credits	Pathways Portfolio - 1 semester credit	
• Physical Education 1-4	<ul style="list-style-type: none"> • Pathways Portfolio or • Career Explorations 1-2 or • Completed Career Pathway with Capstone Course or • Approved college credit course 	
Electives 9 semester credits		
<ul style="list-style-type: none"> • Students have the option to choose from a wide range of general elective options. • UC/CSU: 2 credits – Approved electives in same area 		
World Languages and Visual and Performing Arts (VAPA) – 2 semester credits		
<u>Option 1:</u> 2 credits – • World Language electives (same language)	<u>Option 2:</u> 2 credits – • VAPA electives	
<u>UC/CSU Option:</u> 4 credits – • World Language electives (all semesters same language; 2 years required, 3 recommended) 2 credits – • Visual and Performing Arts electives (both semesters need to be the same course)		
Career & Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) 2 semester credits		
<u>Option 1:</u> 2 credits – Career and Technical Education	<u>Option 2:</u> 2 credits – Service Learning (120 hours total of community service)	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a School Counselor)
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.		

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 All Staff Meetings
- b. Quarterly Safety Ambassador Meetings
- c. Quarterly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen, and AED Trainings, Opioid Overdose Response Protocols, Sexual Harassment Prevention, Human/Sex Trafficking
- e. Executive Studies on Educational Leadership Development
- f. Leadership Meetings
- g. Resource Center Professional Learning Communities
- h. Special Education Compliance Clinics
- i. Youth Mental Health First Aid Responder Training
- j. Signs of Suicide Training

2. Curriculum Content Training

- a. Core Content: Math, English Language Arts, English Language 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 that consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military, and industry.
- b. Equity and Inclusion Department offers social-emotional learning trainings, trauma-informed practices in schools trainings, suicide prevention/intervention/postvention trainings, language and literacy training specifically designed for EL students, and teacher training for the LGBTQIA+ community.
- c. Partnerships that 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. Family Learning Series trainings that are geared toward parent and guardian understanding College and Career Readiness opportunities such as AP, Articulation, and Dual Enrollment courses.
- f. Family Learning Series trainings 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, Generative Artificial Intelligence, 3D Printers and Bulb (blended learning)
- d. New Teacher Training, Professional Growth Training, and Certificated Teacher Resource and Resource Center Associate 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 (GATE)** 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 instructional 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, re-classification 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.

Observation Protocol for Teachers of English Learners (OPTTEL)

- Approved by the California State Board of Education in November 2023, the OPTTEL is completed by teachers to evaluate student use of English while engaging in academic content learning, including interactive academic language use with peers and assess language practices across a range of proficiency levels. Students with recommended thresholds of Level 3 or above on expressive and receptive OPTTEL ratings are eligible for reclassification.
- 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 (RFEP) 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). The SIOP Model is a research-based framework for planning and delivering instruction that has been empirically validated as a model of sheltered instruction to make grade level content accessible to English Learners while also helping them to develop academic English proficiency. The WRITE Institute is a national Academic Excellence model for professional development that supports schools with systemic, K-12 Literacy implementation in English. WRITE provides research-based professional learning and curriculum, including a focus on the specific needs of English learners and multilingual learners. 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.

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, Special Education, and Gifted and Talented 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.

Additionally, English Learners have access to Gifted and Talented Education (GATE) assessment opportunities and instructional support in accordance with ASSB’s GATE program, which has developed an identification process that ensures access to all students, including those from diverse socioeconomic and cultural backgrounds, language proficiencies, and/or disabilities. The assessment utilized for GATE identification, the Cognitive Abilities Test (CogAT), provides modifications and accommodations to support ELs, including directions administered in a language other than English, repeated directions, read aloud, extended time on the Verbal battery of the assessment, and provision of English/Native language word-to-word dictionary.

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 W**).

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.

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

ASSB is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. The Charter School will work closely with the El Dorado County Charter SELPA in order to coordinate services locally. ASSB representatives will attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed Education Specialists will be hired locally and as direct ASSB employees, will 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”). SAI is provided for each student by an Education Specialist either in-person or through distance learning methods, including virtual and telephonic. Special Education related services will be 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 will be provided by CDE-certified Non-public Agencies (“NPA”) and Non-public Schools, and shall also be delivered either in-person or through distance learning methods, including virtual and telephonic. 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.

Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. Education Specialists check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication. Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of UDL.

Education Specialists work with students in-person and virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/topic assignments. Key components of SAI include: establishing structure/routine, student training on virtual platforms and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

ASSB will be based on a university model of independent study that includes online and tutoring session options for academic support. Within this model, the School will offer various educational pathways for students with special needs. The Education Specialists will collaborate with general education teachers, contracted service providers, and parents to create an individualized plan for each student to meet their post-secondary goals. The School will encourage parents and students to meet with the educational team frequently to communicate changing educational goals and interests.

Education Specialists ensure full student accessibility to virtual SAI and online curriculum through implementing principles of UDL.

Multiple Means of Representation: Use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Education Specialists promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates.

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 ("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.

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 Assigned 504 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 Procedural Safeguards.

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

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

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(a)(2). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

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: Maximize student academic engagement and achievement through the implementation of a personalized and innovative instructional program with metrics appropriate for a school participating in the Dashboard Alternative School Status Program (DASS).

Aligned to State Priorities 1 (Basic Services), 4 (Student Achievement), 5 (Student Engagement), and 8 (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 Utilize Academic Achievement Data for All Students to Inform Instructional Planning

Applicable Student Groups: All

- 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) Teachers and instructional staff will leverage the California Educators Reporting System (CERS) to assess student academic progress comprehensively and design tailored interventions aimed at meeting the diverse needs of every student.
- d) 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 English Language Learner Assessment and Support Framework

Applicable Student Groups: English Learners

- a) School staff will conduct a Home Language Survey to evaluate the initial English language

proficiency of students new to the state or country, facilitating the implementation of tailored English Learner plans.

- b) Instructional staff will administer the ELPAC assessment to track English proficiency progress, informing strategic instructional planning, providing targeted support, interventions, and aiding in decisions regarding reclassification.
- c) Instructional staff will collaboratively develop Individualized Education Programs (IEPs) for English Learners with disabilities, incorporating academic language development goals to ensure comprehensive support.
- d) English Learner Achievement Department (ELAD) will utilize data analysis to craft evidence-based best practices for optimizing Curriculum, Instruction, Family Engagement, and Professional Learning Systems.
- e) Instructional staff will design and execute evidence-based formative and summative English Language proficiency assessments in personalized one-on-one or small group settings to accurately measure language acquisition.
- f) Instructional staff will implement Integrated English Language Development (ELD) strategies to reinforce English proficiency while facilitating mastery of core content knowledge for all English Learners.
- g) Instructional staff will deliver targeted Designated English Language Development (ELD) instruction via personalized online curriculum (Summit K12), blended ELD courses, tailored to each student's grade level, language proficiency, and English Learner typology, to enhance critical language skills essential for English-based content learning.
- h) School staff will integrate English Learner program data platforms (e.g., Ellevation, Achieve3000, NWEA, Summit K12) to support comprehensive, data-informed instructional support.
- i) School staff will research valid and reliable assessments to measure emerging EL's native language literacy to provide equitable access to standards-aligned and rigorous courses of study, provide primary language assistance, and support biliteracy.

1.3 Personalized Academic Instruction and Support for All Students

Applicable Student Groups: All Students

- a) Human Resources staff will actively recruit and hire instructional support staff dedicated to engaging historically marginalized student groups and fostering their academic success. This includes prioritizing the hiring of additional RCAs, LAs, and CTRs to bolster support for the instructional program.
- b) School staff will systematically gather student educational records, including transcripts, report cards, attendance history, behavior records, and Individualized Education Program (IEP) or 504 Plans where applicable, to inform the creation of individualized Pathways Personalized

Education Plans (PPEPs).

- c) Teachers will design, develop, implement, monitor, and adapt Pathways Personalized Education Plans (PPEPs) for each student, utilizing educational records, assessment data, academic performance, and post-secondary aspirations as guiding factors.
- d) Instructional staff will effectively utilize the School Pathways Student Information System (SPSIS) to document student attendance, track Multi-Tiered System of Support (MTSS) efforts, monitor student progress, and record grades.
- e) Instructional staff will leverage the Naviance Program to facilitate successful postsecondary planning and gather information on students' 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 live small group instruction that scaffold student skills to master course objectives and content standards and provide opportunities for interaction to increase student connectedness to school.
- h) Academic tutoring sessions will be enriched with online video tutorials from both teachers and subject matter experts, offering real-world applications and problem-solving scenarios to enhance student comprehension and engagement.
- i) Instructional staff will provide Spring Academies (test preparation) in April to equip students with the necessary skills and knowledge to excel in key Math and ELA claims and targets.
- j) Learning Leads will provide guidance and assistance in implementing the school's Multi-Tiered System of Support (MTSS), ensuring timely intervention to address the academic, behavioral, and social-emotional needs of all students while monitoring intervention responses.
- k) School staff will organize ongoing field trips focused on student interests in career and college pathways to enrich their understanding and exploration of potential future paths.
- l) All identified students will have access to Gifted and Talented Education (GATE) programs led by specially trained teachers, aimed at nurturing students' talents and intellect within a stimulating academic environment to help them realize their full potential.

1.4 Instructional Support Framework for English Learners, Low

Income Students, and Foster Youth to Improve Graduation

Rate

Applicable Student Groups: English Learners, Low-Income

Students, and Foster Youth

- a) Learning Leads will provide teacher coaching and support focused on effective delivery of instruction to meet the needs of high-risk student groups and implementing the school's MTSS with fidelity.
- b) 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.
- c) 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.
- d) 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.
- e) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.
- f) 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.

1.5 Academic Instruction and Support for Students with Disabilities

Applicable Student Groups: Students with Disabilities

- a) Special Education (SPED) staff will conduct regular reviews of Individualized Education Programs (IEPs) to ensure alignment with students' current needs and goals.
- b) SPED staff will collaborate with general education teachers and support staff to implement accommodations, modifications, and supplementary aids outlined in each student's IEP.
- c) Provide ongoing professional development for all staff members to ensure understanding of Free Appropriate Public Education (FAPE) requirements and best practices for supporting students with disabilities.
- d) Education Specialists will deliver Specialized Academic Instruction (SAI) tailored to the unique learning needs of students with disabilities, including targeted instruction in academic areas of difficulty.
- e) SPED staff will provide ongoing support and consultation to general education teachers in implementing accommodations and modifications in core curriculum areas.
- f) Utilize principles of Universal Design for Learning (UDL) to customize learning activities and materials, ensuring accessibility for all students, including those with disabilities.

- g) Monitor student progress regularly using data-driven assessments and adjust intervention strategies as needed to support individual student growth.
- h) Utilize Ascend SMARTER Intervention, to provide evidence-based literacy instruction to Students with Disabilities.

1.6 Systematic Approach to Monitor Academic Engagement and Achievement 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 maximize the utilization of the School's Data Integration System, which encompasses Naviance, NWEA, Illuminate, and Achieve3000. Data from these systems will inform decision-making processes across various domains, including Curriculum, Instruction, Equity, and Professional Learning Systems.
- c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to facilitate efficient monitoring of individual students' progress towards graduation. The instrument will enable real-time tracking of graduation requirements and timely intervention for students at risk of not meeting graduation benchmarks.
- d) Collaborate with school staff to utilize the instrument for making proactive, schoolwide projections regarding graduation rates, enabling strategic planning and resource allocation to support student success.

1.7 Systematic Approach to Monitor Academic Performance and Progress for English Learners

Applicable Student Groups: English Learners

- 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 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:

- **Independent Study Program: Teacher Credentials** – Greater than 90%
- **Teachers Appropriately Assigned and Credentialed** – Establish baseline results and then exceed annually
- **DASS One-Year Graduation Rate** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **Combined Four- and Five-Year Graduation Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Chronic Absenteeism Rate** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP ELA: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **CAASPP Mathematics: Average Distance from Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP ELA: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Grade 11 CAASPP Mathematics: Met or Exceeded Standard** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Progress Indicator (ELPI)** – Improve annually or exceed the 2023 Statewide or County DASS school average
- **English Learner Reclassification Rate** – Greater than 10%
- **Measures of Academic Progress by NWEA: Reading** - Greater than 60%
- **Measures of Academic Progress by NWEA: Language** - Greater than 60
- **Measures of Academic Progress by NWEA: Mathematics** - Greater than 60%
- **California Science Test** - Improve annually or exceed the 2023 Statewide or County DASS school average
- **Student Attendance/Participation Rate** – Greater than 84%
- **Middle School Dropout Rate** – Less than 5%
- **High School Dropout Rate** – Less than 5%
- **Student Confidence Survey** – Greater than 90%

Goal 2: Deliver a comprehensive and challenging curriculum emphasizing 21st-century learning skills aligned with California Content Standards, ensuring accessibility for all students.

Aligned to State Priorities 1 (Basic Services), 2 (Implementation of State Standards), 4 (State Achievement), 7 (Access to Broad Course of Study), and 8 (Outcomes in Broad Course of Study)

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 Specialized Academic Programs and Strategies

to Accelerate Learning 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) 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), Gifted and Talented Education, and the Early College Credit Program.
- f) 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 Strategies and Resources for All

Students Designed to Increase College

and Career Preparedness

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.

Expected Annual Measurable Outcomes:

- **Availability of standards aligned instructional materials to every student – 100%**
- **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 – 100%**
- **Design and implement programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways and support the development of social-emotional skills – 100%**
- **Increase the annual number of students completing college credit courses – Increase annually**
- **Increase annual student participation in Advanced Placement (AP) Courses – Increase annually**
- **Maintain High-Quality and relevant established CTE Career Pathways- At least 11 CTE Pathways**
- **Core Courses will be aligned to CCSS – 100%**
- **Science Courses will be aligned to NGSS – 100%**
- **ELA and Social Science Courses will be aligned to ELD Standards – 100%**
- **Core Courses will be UC A-G approved – 100%**
- **CTE Courses will be aligned to CTE Model Curriculum Standards – 100%**
- **Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway – Establish baseline results and exceed annually**
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU – Establish baseline results and exceed annually**
- **Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway - Establish baseline results and exceed annually**
- **Increase the annual number of All Students and Student Groups passing AP exams with a score of 3 or higher - Establish baseline results and exceed annually**
- **Maintain a compliant and accessible Work Experience Education (WEE) Program – Fully compliant and accessible WEE Program**

Goal 3: Implement a targeted, data-driven professional learning system to enhance teacher effectiveness and ensure high-quality instruction schoolwide.

Aligned to State Priorities 2 (Implementation of State Academic 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 Learning 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) Learning Leads 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 training for staff focused on Equity & Inclusion and how to cultivate reflective and positive discussion with students.
- k) 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.

- l) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.
- m) 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.
- n) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.
- o) 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.
- p) 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.
- q) 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 Learning Focused on Improving Academic Performance for English Learners, Low-Income Students, and Foster Youth

Applicable Student Groups: English Learners, Low-Income Students, 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, implementation of ELD Standards, addressing the language and social-emotional assets and needs of different EL typologies.
- c) Instructional staff will receive specialized training on effectively implementing Summit K12 designated ELD curriculum, student engagement, and proficiency level growth.
- d) 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.
- e) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve English learner students' literacy skills.
- f) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.
- g) 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.

3.3 Professional Learning Focused on Improving Math Achievement for English Learners, Low-Income Students, and Foster Youth

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

- a) Provide a Math Literacy Summit in September focused on data analysis, evidence-based mathematical instruction strategies, and supporting special populations.
- b) Partner with a mathematical expert or organization that can provide ongoing and sustained math professional learning centered on culturally responsive instructional practices.
- c) Organize a Math Study Group that meets regularly to discuss effective academic intervention and instruction in an independent study setting.
- d) Provide instructional staff with training, support, and dedicated time to utilize the California Educators Reporting System (CERS) to analyze individual student math achievement data. This analysis will inform instructional planning focused on underperforming student groups.
- e) Math Specialist will provide professional learning and support to staff focused on implementation of Virtual Reality (VR) mathematics. This will help establish schoolwide instructional protocols of using VR within the core curriculum to enhance student engagement and achievement.
- f) 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.

Expected Annual Measurable Outcomes:

- **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 – 90%**
- **Teachers will participate in at least 10 hours of annual math professional development focused on implementation of the curriculum frameworks and content standards – 90%**
- **English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction – At least six English Learner trainings offered throughout the school year**
- **Instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment- Greater than 90%**
- **Staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations- Greater than 90%**
- **Students surveyed will report high levels of satisfaction with their overall educational experience - Greater than 90%**
- **Parents and family members surveyed will report high levels of satisfaction with their child’s overall educational experience- Greater than 90%**

Goal 4: Provide a safe, secure, and supportive school environment that fosters a positive culture for teaching and learning, accessible to all educational partners.

Aligned to State Priority 6 (SchoolClimate)

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 School Environment 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) Sustained 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, Fentanyl Awareness, and First Aid.

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

Applicable Student Groups: All

- a) 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.
- b) 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.
- c) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.
- 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) Character and Leadership Development Program to promote health, wellness, and academic achievement.
- f) Implementation of AVID's social and emotional learning (SEL) to support students' needs, goal pursuit, and leverage of their college and career readiness.
- g) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.
- h) School staff will update school websites and postings to provide families with information related to available food resources, health, and wellness services.

- i) 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 Students 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) Creation and integration of homeless and foster youth resources into the school's mental health and wellness hub.

Expected Annual Measurable Outcomes:

- **Suspension Rate** – Less than 1.5%
- **Expulsion Rate** – Less than 1%
- **Student Safety Satisfaction Rate** – Greater than 90%
- **Parent Safety Satisfaction Rate** – Greater than 90%
- **Compliant School Safety Plan** – Altus Schools Coachella Valley will maintain a compliant rating on its School Safety Plan

Goal 5: Provide innovative and engaging community-based resource centers to provide comprehensive support services for students, parents, and families.

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 and Innovative Teaching Approaches 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 innovative resource centers, 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) Embed a feedback form into the mental health and wellness hub to solicit input and requests for support from educational partners.
- j) 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.
- k) Utilize technology platforms, including DocuSign, Zoom, and Adobe to efficiently connect school staff with educational partners.
- l) Schoolwide implementation of Virtual Reality, focused on CTE and Mathematics, to innovate teaching and learning methods.
- m) Administer the California Healthy Kids Survey (CHKS) to evaluate students’ perceptions of mental health, social-emotional health and overall school climate and connectedness.
- n) 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 Students, 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 to 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) Utilize ELD progress report cards to engage families of English Learners in needs assessment and goal development.

- e) Provide translated materials and resources for parents and family members of English Learners. Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families.

Expected Annual Measurable Outcomes:

- **Facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning** – 100% of school facilities
- **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** - Maintain or expand opportunities for parental participation for low-income, English learners, and foster youth students
- **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** - Maintain or expand opportunities for parental and family member participation for students with exceptional needs
- **Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents, and family members** – Establish baseline and increase partners as needed
- **Provide six Family Learning Series to all parents and family members** – At least six
- **Parents will report that Resource Centers provide innovative learning opportunities for students** – More than 90%

Element C: Methods of Assessment and Other Uses of Data

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
- CPP
- 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

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 Authorizer’s Board reserves its right pursuant to Education Code Section 47604(c) to have a representative on the ASSB Board, and if the Authorizer Board chooses to exercise this right, such representative shall be solely of the Authorizer’s choosing and shall be appointed by the Authorizer Board or designee rather than the ASSC Board. Any Authorizer representative to the ASSC Board shall serve solely at the Authorizer Governing Board or designee’s discretion and may serve an unlimited number of consecutive terms. The Corporation 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 Authorizer representative and such representative shall serve at the

pleasure of and be removed only by the action of the Authorizer Governing Board or designee. Should the Authorizer 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 30 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 17 years, MMG has become a unique multimillion-dollar marketing technology company that offers an advanced audience acquisition & growth platform called Market Page™ to Fortune 5000 clients like Expedia, Advance Auto Parts, Wayfair, AirBnB and more. With his innovative approach to growth and unique view of the online landscape he has forged long lasting partnerships resulting in tens-of-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 AI enhancements into traditional marketing technologies capable of reacting to 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.

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

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

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 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 Charter School staff shall operate under contracts with Altus Schools and be evaluated on an annual basis using a process developed by the Charter School.

QUALIFICATIONS FOR ALL STAFF

The Board of Directors is 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/guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social and emotional as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continuing 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 classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed by Altus Schools must possess qualifications, the 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, proof of identity, right to work in the United States, and tuberculosis risk assessment.

ADMINISTRATOR QUALIFICATIONS

The School Coordinator and any other administrator at the Charter School 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, technological and data-analysis experience, and, if possible, business experience. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School. The School Coordinator supervises and oversees the day-to-day instructional program as it relates to students, parents, and instructional staff. This oversight includes a systemic, focused approach on improving outcomes across all students and student groups as measured by academic and engagement indicators relating to local assessments, state mandated testing, graduation rates, student retention data, learning productivity outcomes, and credit rates.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid California clear single subject or multiple subject teaching credential
- Hold a CLAD or BLCAD Certification
- Hold a valid California clear or preliminary administrative credential and have teaching experience in an independent study program.
- TB clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Have knowledge of current research and best practices in use in secondary and alternative schools, current curriculum and State Standards, secondary 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 State Standards, including CCCS and NGSS.
- 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.
- Knowledge of curriculum development, instructional practices, and local/state assessments
- Instructional strategies to support academic growth of specific student groups
- Knowledge of Professional development creation and facilitation
- Utilization of a MTSS process to improve student engagement
- Knowledge of Independent study law and charter school compliance
- Knowledge of teacher credentialing and certificated staff qualifications
- Knowledge of state mandated programs impacting charter schools
- Experience with supervision and evaluation of certificated staff
- Knowledge of data analysis to drive instructional shifts and improvements

TEACHER QUALIFICATIONS

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

Teachers in charter schools shall 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 at ASSB are required to hold a CLAD or BCLAD certification, 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.

Accordingly, the minimum qualifications for teachers 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 the teacher's certificated assignment. 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. (Education Code Sections 47605(l) and 47605.4(a)).
- Hold a California clear or preliminary single or multiple subject teaching credential
- Hold CLAD or BCLAD certification
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI
- Demonstrate subject-matter competence in the core areas in which they teach.

The Charter School shall work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers to further develop in their respective positions. Each student participating in independent study will be assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

The Charter School 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 training 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/guardian as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents/guardians 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.
- Knowledge and experience with curriculum tools and instructional strategies
- Proficient with online educational platforms and virtual conferencing tools
- Self-starter who thrives on challenge and is able to multi-task
- Excellent organizational, time management, and record keeping skills
- Experience supporting student groups, including English Learners, Gifted students, Homeless/Foster youth, and Special Education students

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 AND REQUIREMENTS:

- California Clear or Preliminary Education Specialist Instruction Credential Mild/Moderate or Moderate/Severe
- CLAD or BLCAD Certification
- Master's Degree preferred
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background Clearance through the DOJ and FBI

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. ASCV 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 ASSB
- 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.
- TB Clearance
- Obtain Criminal Justice Fingerprint/Background clearance through the DOJ and FBI

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.
- Operation of a computer and assigned software
- Record-keeping and filing techniques
- Oral and written communication skills
- Telephone techniques and etiquette
- Strong customer relations
- Interpersonal skills using tact, patience, and courtesy

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.*
- (i) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12 inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) or paragraph (2) of subdivision (a) of Section 32282.*
- (ii) *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. The 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. The Charter School submits a school safety plan to the CDE/SBE annually. The Charter School shall ensure that staff are trained annually on the health and safety policies.

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 without the direct supervision of a credentialed employee.

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.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

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; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 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.
 - 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. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

To the extent that this Charter School operates any facilities attended by students, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its facilities that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide breakfast and lunch 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. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

To the extent that this Charter School operates any facilities attended by students, as of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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)-(L):

- 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
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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

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

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

ASSB shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. 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 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. The 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. The 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.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year,

the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

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

Gun Safety Notice

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

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

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 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 goals are to build brand awareness, direct target population to the school’s website and create leads for enrollments. Platforms to utilize are Display Ad placements, Google Ad search, and Social Media.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations. The development of the promotional and information materials that appeals to all the various and ethnic groups in *Element A: Educational Program under Target Student Population, Figure 37*. The goal is to build brand awareness, direct target to the school’s website and create leads for enrollment. Marketing platforms will target parents with children between ages of 12-17 years old with a household annual income of under \$40,000, and Spanish speaking parents with children between the ages of 12-17 years old and with a household annual income of under \$40,000. The language delivery of 60% of the marketing platforms will be in Spanish. Some of the platforms are Display Ad Placements, Google Ad Search, and Social Media.
- Outreach meetings in several areas of the District for prospective students and parents. Based on local demographics, Altus Schools East County has identified media strategies similar to what was identified in the promotional and informational strategies above. These tools will be utilized to reach Community and Business Organizations to support the outreach.

- 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

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 cards¹
- 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 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).

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

¹ *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.*

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.

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

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

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 are 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)(J).*

Policy

Student Suspension and Expulsion Policy and Procedures has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety

and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County, Mirus Secondary and Altus Schools South Bay, (hereinafter collectively referred to as “Charter School”).

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the 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 the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 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 or 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.

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

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 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; d) during, going to, or coming from a school-sponsored activity.

B. 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 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 it 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 it 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 his or her immediate family’s safety, or for the protection of school property, which includes but it 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 7 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 7 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 in any of grades 7 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, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects

as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this Policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this Policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) 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 (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 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 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 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 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) 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 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 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 section shall apply to students in any of grades 7 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 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 in any of grades 7 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 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 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.

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 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If 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 dangerous 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 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.

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/guardian 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 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 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 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 and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the 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 ASSC Board of Directors following a hearing before it, or by the neutral and impartial ASSC 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 ASSC 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 ASSC Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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

The 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaining 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter 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 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 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, 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 which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion 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 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 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; and 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 the Charter School as the ASSC Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Removal Due to Noncompliance with Independent Study Requirements

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 noncompliance with independent study requirements 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 the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a

functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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 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:

- c. 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;
- d. 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
- e. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who 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, 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 the 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and the Charter 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.

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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

Element K: Employee Retirement Systems

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). The 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.

The Charter School shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

Element L: Public School Attendance Alternatives

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

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

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 AUTHORIZER

The staff and Board of Directors of Altus Schools South Bay (“ASSB” or “Charter School”) and the Authorizer 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 Authorizer, and (3) ensure a fair and timely resolution to disputes.

The Charter School and the Authorizer are encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the Authorizer regarding the terms of this charter or any other issue regarding ASSB and the Authorizer’s relationship, ASSB staff, employees and Board members and the Authorizer agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the Authorizer 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 Authorizer 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 Authorizer’s ability to proceed with revocation in accordance with Education Code Section 47607.

The ASSB School Coordinator or designee and Authorizer 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 Authorizer 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 Authorizer 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 Authorizer 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 Authorizer 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 Authorizer 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 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 Authorizer, 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 Authorizer 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 Authorizer to store original records of ASSB students. All student records of ASSB shall then be transferred to the Authorizer upon school closure. If the Authorizer 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 Authorizer 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 Authorizer or Authorizer property will be promptly returned upon school closure to the Authorizer. 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 Southern California, 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

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 Authorizer 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 Authorizer:

- 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 Authorizer as required by law and as requested by the Authorizer 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 Authorizer 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 Authorizer.

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 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. 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 Authorizer:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$5,000 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 \$3,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by Safety National Insurance.
- 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 \$3,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by Safety National Insurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention. Excess workers' compensation coverage of \$900,000 is provided by ACE American Insurance/Chubb. Excess workers' compensation at \$1,000,000 to statutory limits is underwritten by Safety National Insurance Company.

The Authorizer shall be named as an additional insured on all policies of ASSB. Evidence of the above insurance coverage shall be provided to the Authorizer any time upon request.

Pursuant to Education Code Section 47604, the Authorizer shall not be liable for the debts or obligations of the Charter School. The Charter School shall hold harmless, defend, and indemnify the Authorizer, 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 Authorizer, 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
- Chula Vista Resource Center
1655 Broadway
Chula Vista, CA 91911
- Otay Ranch 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
- Bonita Training Center
3252 Bonita Road
Chula Vista, CA 91910

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:

- (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 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 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 ASEC 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

By approving this charter for the establishment of ASSB, the Authorizer 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 Authorizer to establish the highest bar for what a charter school can and should be. To this end, ASSB pledges to work cooperatively with the Authorizer to answer any concerns concerning this charter and to present the Authorizer with the strongest possible proposal requesting a five-year charter term from July 1, 2025, through June 30, 2030, in accordance with Education Code Section 47607 and its implementing regulations.

Altus School Southern California Workplace Violence Prevention Plan

This document shall outline Altus Schools Southern California Workplace Violence Prevention Plan (“Plan”) as required by Labor Code § 6401.9. It shall be the policy of Altus Schools Southern California to provide its employees with a safe and healthy work environment. To that end, Altus Schools Southern California shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees’ job duties.

I. DEFINITIONS

For purposes of this Plan, the following definitions apply:

“**Emergency**” means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

“**Engineering controls**” mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

“**Log**” means the violent incident log, required in Part III of this Plan.

“**Plan**” means this Workplace Violence Prevention Plan.

“**Threat of violence**” means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

“**Workplace Violence**” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- **Type 1:** violence committed by a person with no legitimate business at the worksite;
- **Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3:** violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“**Work practice controls**” means procedures and rules which are used to effectively reduce workplace violence hazards.

II. WORKPLACE VIOLENCE PLAN PROCEDURES

a. Responsible Parties

The Human Resources Administrator (“HR Administrator”) is responsible for implementing this plan.

b. Employee Involvement in Plan Creation and Updates

Before this Plan was initially approved by the Altus Schools Southern California Board of Directors, the HR Administrator circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the HR Administrator will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to HR Administrator, Veronica Radtke at vradtke@altusschools.net. No retaliation to any such input or suggestion shall be permitted. Altus Schools Southern California commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

c. Coordinated Implementation

If there are workers who regularly perform job duties at Altus Schools Southern California's campus or other workplace but are not employed by Altus Schools Southern California, the HR Administrator will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any Altus Schools Southern California location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

d. Reporting of Workplace Violence

Employees must report any incident of workplace violence that they witness. Altus Schools Southern California will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of workplace violence that has already occurred can be made by filling out the "Workplace Violence Report" form that is attached at the end of this Plan and sending it to the Human Resources by email. The HR Administrator and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees online on the WAVE.

If an incident of workplace violence is occurring or imminent, any employee witness should ensure that HR Administrator is informed as soon as possible by calling the HR Department at 858.678.2056; 858.678.2039 or by using whatever alternative means of communication would be fastest. The HR Administrator will respond to the ongoing or imminent workplace violence as set forth in section II.G., below.

e. Employee Compliance

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the implementation of this Plan and carrying out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

f. Communication to Employees Regarding Workplace Violence

As part of the annual workplace violence training session required by this Plan, the HR Administrator shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by Altus Schools Southern California or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The HR Administrator shall also ensure that each employee understands how their concerns will be investigated by Altus Schools Southern California and how Altus Schools Southern California will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan (“Recordkeeping”).

Depending on the frequency and severity of workplace violence incidents in the workplace, the HR Administrator may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

g. Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School’s safety plan, such as when firearms are involved or a when an intruder has entered the campus with violent or criminal intent, Altus Schools Southern California will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to Veronica Radtke or Tiffany Yandell by calling them on the phone or by whichever alternative means would reach them fastest.

If a workplace violence emergency requires law enforcement assistance, call 911 as soon as possible, then when safe report the incident to Veronica Radtke or Tiffany Yandell by calling them on the phone or by whichever alternative means would reach them fastest.

h. Training Procedures

Altus Schools Southern California will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or two law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the HR Administrator.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The HR Administrator or designee will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

i. Identification and Evaluation of Workplace Violence Hazards

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require campus visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The Director of Operations and Technology or designee shall ensure that a review of potential workplace violence hazards is conducted at least annually. The Director of Operations and Technology or

designee shall also conduct a review of any workplace violence hazards reported by any employee. In addition, the Director of Operations and Technology or designee shall also conduct a workplace violence hazard review (1) when this Plan is first established, (2) after each workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the Director of Operations and Technology or designee shall prepare a report describing the review process, stating date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

j. Correction of Workplace Violence Hazards

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the HR Administrator shall prepare a recommendation for corrective action and present it to the Deputy Superintendent Schools Services who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and Deputy Superintendent Schools Services response shall be kept as a record pursuant to Part V of this Plan.

Following the Deputy Superintendent Schools Services taking action on a recommendation for corrective action, the Deputy Superintendent Schools Services or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

k. Post-Incident Response and Investigation

After every reported or otherwise known incident of workplace violence, the HR Administrator shall conduct a workplace violence evaluation of any and all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the HR Administrator and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from Altus Schools Southern California as a consequence of their participation in any post-incident response.

l. Review of Plan Effectiveness

The Director of Operations and Technology or designee shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

III. VIOLENT INCIDENT LOG

CHARTER SCHOOL will maintain a Violent Incident Log. The HR Administrator shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.
8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.
9. **Information on the person entering the log entry**, including their name, job title, and date entered.

IV. RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.

6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

**Altus Schools Southern California
WORKPLACE VIOLENCE REPORTING FORM**

This form should be used to report any incidence of workplace violence that any employee of Altus Schools Southern California witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

“Workplace Violence” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- *Type 1: violence committed by a person with no legitimate business at the worksite;*
- *Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;*
- *Type 3: violence against an employee by a present or former employee, supervisor, or manager;*
- *Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.*

“Workplace Violence” does not include lawful acts of self-defense or defense of others.

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

Date of Report: _____ **Date(s) of Incident:** _____

Reporter’s Name: _____

Reporter’s Job Title: _____

Reporter’s email address or telephone number: _____

Victim Name(s) (if other than Reporter): _____

Victim’s Job Title (If other than Reporter): _____

Victim’s email address or telephone number: _____

Approximate Place of Incident: _____

Approximate Time of Incident: _____

Narrative Description of Workplace Violence Incident: _____

Type of Workplace Violence (see definitions above): _____

Name, Description, or other information about Perpetrator(s): _____

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

Reporter’s Signature



Audeo Charter School II

Audeo Charter School II's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Audeo Charter School II.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$33,690, with 80% allocated to personnel costs and 20% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By Lynne H. Alipio

Title Chief Business Officer

Email lalipio@altusschools.net

Telephone 619-208-1464



Audeo Charter School III

Audeo Charter School III's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Audeo Charter School III.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$17,520, with 80% allocated to personnel costs and 20% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone



Audeo Valley Charter School

Audeo Valley Charter School's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Audeo Valley Charter School.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$40,135, with 80% allocated to personnel costs and 20% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone



Altus Schools East County

Altus Schools East County's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Altus Schools East County.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$42,359, with 80% allocated to personnel costs and 20% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone



Altus Schools South Bay

Altus Schools South Bay's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Altus Schools South Bay.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$61,951, with 68% allocated to personnel costs and 32% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone



Mirus Secondary School

Mirus Secondary School's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

Goal 1 focuses on ensuring all students have arts instruction access and expanding arts programs within Mirus Secondary School.

Goal 2 aims to develop a comprehensive arts curriculum aligned with state standards, integrate arts into the core curriculum, and provide professional development for arts educators.

Goal 3 seeks to increase student participation in arts classes and encourage exploration of various art forms.

The program currently offers a range of arts courses and collaborates with the Museum of Contemporary Arts San Diego for field trips and showcases. The budget for the 2023-2024 school year is \$48,576, with 61% allocated to personnel costs and 39% to professional development and resources.

The VAPA Department has expanded its staff and is researching new curriculum opportunities, including virtual reality apps and a partnership with Art Corps for hands-on art experiences. The department is also creating cross-curricular art projects and plans to integrate art into core courses starting in the 2024-2025 school year.

Educational partner engagement is crucial, with plans for surveys and feedback sessions to gather input on integrating art into the curriculum. Annual assessments will track the plan's progress, including the number of students enrolled in art classes and participating in arts-focused sessions.

The implementation timeline includes creating the plan, expanding the VAPA Department, researching art curriculum expansion, and deploying new instructional materials in 2023-2024. In 2024-2025, the plan will be updated, art instruction integrated into core courses, and Art Corps instruction begun at Resource Centers.

In conclusion, the Prop 28 Arts in Schools plan is designed to provide students with increased access to arts education and enhance the arts curriculum, with a focus on continuous improvement and community engagement.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name:

CDS Code:

Charter School Number:

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Mirus Secondary School's Prop 28 Arts Education Plan aims to enhance arts education access and quality. The plan outlines three main goals: increasing arts education access, enhancing the arts curriculum and instruction, and fostering student engagement.

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites providing arts education.

Date of Approval by Governing Board/Body

Annual Report Data URL

Completed By

Title

Email

Telephone



2024 ALTUS SCHOOLS SOUTHERN CALIFORNIA PARTNERS AND RESOURCES

PARTNER/RESOURCE	SERVICES	SCHOOLS SERVED
Social Advocates for Youth (SAY)	<ul style="list-style-type: none"> • Community Assessment Team (CAT) • Teen Pregnancy and Prevention • Wellness Center • Mental Health Services • Economic Empowerment Program • Fentanyl Awareness • Alcohol, Tobacco, and Other Drug Prevention Program 	Altus School East County
San Diego Youth Services (SDYS)	<ul style="list-style-type: none"> • Community Assessment Team (CAT) • Child Sex Trafficking Awareness and Recovery • Foster Care 	Altus School East County



	<ul style="list-style-type: none"> • Homeless Housing and Support • Suicide Prevention and Intervention • Anti-Bullying Awareness and Support • Mental Health • Teen Pregnancy and Intervention • LGBTQ+ Services • Safe Family Services • Workforce Development 	
McAlister Institute	<ul style="list-style-type: none"> • Substance Abuse Treatment and Education 	Audeo Charter School II, Audeo Charter School III, Altus School East County, Altus Schools South Bay
North County Lifeline	<ul style="list-style-type: none"> • Youth Development • Child Abuse and Domestic Violence Prevention & Intervention • Behavioral Health • Human Trafficking Prevention & Intervention 	Audeo Charter School II, Audeo Charter School III
South Bay Community Services (SBCS)	<ul style="list-style-type: none"> • Child Well-Being • Foster Youth • Teen Pregnancy Prevention • Homeless Outreach 	Altus Schools South Bay



	<ul style="list-style-type: none"> • Mental Health • LGBTQ Drop-In Center • Suicide Prevention & Intervention • Family Violence & Support Services • Domestic Violence Response Team • Food Assistance & Distribution 	
San Diego Food Bank	<ul style="list-style-type: none"> • Food Assistance & Distribution Locations 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Feeding America	<ul style="list-style-type: none"> • Food Assistance & Distribution Locations 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
A Bridge for Kids	<ul style="list-style-type: none"> • Mentorship Opportunities 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
City of San Diego Work Readiness Program	<ul style="list-style-type: none"> • Job Readiness Training 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
San Diego Workforce Partnership	<ul style="list-style-type: none"> • Job Readiness Training 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
San Diego Metro Career Center	<ul style="list-style-type: none"> • Job Readiness Training 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
San Diego Medical Society	<ul style="list-style-type: none"> • Health Education Presentations 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Vista Hill	<ul style="list-style-type: none"> • Bridges Early Intervention for Teens • Support for Adolescents & Families in Recovery (SAFIR) 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay



	<ul style="list-style-type: none"> • Substance Abuse Services • Mental Health 	
San Diego Nice Guys	<ul style="list-style-type: none"> • Scholarships – Test Fees, Transportation, Technology, and College Textbooks 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Oasis Clubhouse	<ul style="list-style-type: none"> • Mental Health Services • Life Skills Training • Job Skills & Development • Peer Mentoring 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
147 Combat Communications Squadron	<ul style="list-style-type: none"> • Support California Cadet Corps Squadron • Career Exploration • Career Week Presentations 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
San Diego Museum of Contemporary Art	<ul style="list-style-type: none"> • Art Exploration & Exhibitions 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Coastline Community College	<ul style="list-style-type: none"> • Dual Enrollment Program for Students 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Mira Costa	<ul style="list-style-type: none"> • Dual Enrollment Program for Students 	Audeo Charter School II
Alliant University	<ul style="list-style-type: none"> • Staff tuition reduction • Intern Program for Practicum Students, Student Teachers, School Psych and Counseling 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School



National University	<ul style="list-style-type: none"> • Staff tuition reduction • Intern Program for Practicum Students, Student Teachers, School Psych and Counseling 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Pt. Loma Nazarene (PLNU)	<ul style="list-style-type: none"> • Student Teaching/Clinical Practice for Staff 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Southwestern College	<ul style="list-style-type: none"> • Dual Enrollment for Students (CCAP) 	Altus Schools South Bay
Promises 2 Kids	<ul style="list-style-type: none"> • Foster Youth Services 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
MAST (Community Research Foundation)	<ul style="list-style-type: none"> • Mental Health Services 	Altus Schools East County
Housing Our Youth (YMCA)	<ul style="list-style-type: none"> • Housing Assistance 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Door of Hope (Salvation Army)	<ul style="list-style-type: none"> • Transitional Housing for Women with Children 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
HSA (Live Well San Diego)	<ul style="list-style-type: none"> • Rental Assistance & Affordable Housing 	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay
Kroc Center (Salvation Army)	<ul style="list-style-type: none"> • Emergency Services • Family Services, Programs, & Activities 	Altus Schools East County
Centre City Corps (Salvation Army)	<ul style="list-style-type: none"> • Food Assistance • Homeless Outreach • Overnight Youth Camps 	Audeo Schools East County, Audeo Schools South Bay, Audeo Charter School II



San Diego Citadel Corps Community Services (Salvation Army)	<ul style="list-style-type: none"> • Food Assistance • Homeless Outreach • Family Services 	Audeo Charter School II, Audeo Charter School III, Altus Schools East County
Family Assistance.Org	<ul style="list-style-type: none"> • Health and Human Services • Food Insecurity Support 	Mirus Secondary School
IEHP	<ul style="list-style-type: none"> • Low-Cost Insurance • Self-Improvement Courses • Financial Education • Career Day Speakers • Social emotional support services 	Mirus Secondary School
Victory Valley Transit	<ul style="list-style-type: none"> • Bus Passes 	Mirus Secondary School
FAM	<ul style="list-style-type: none"> • Student Drop-In Center 	Mirus Secondary School
Feeding Riverside	<ul style="list-style-type: none"> • Food Resources 	Mirus Secondary School
Riverside Community College District (Moreno Valley College)	<ul style="list-style-type: none"> • Dual Enrollment 	Audeo Valley Charter School
Schools First Credit Union	<ul style="list-style-type: none"> • Understanding Finances 	Mirus Secondary School
Transitional Age Youth (TAY) Riverside	<ul style="list-style-type: none"> • Transitional Housing for Youth 	Audeo Valley Charter, Mirus Secondary School
FINANCE/OPERATIONS PARTNERS/VENDORS	SERVICES	SCHOOLS SERVED
SDCOE/Fringe Benefits Consortium	Health & Wellness Benefits	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Specialized Therapy Services	Special Ed Services	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School



Davis & Adams	Construction & Maintenance	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Datal Systems Incorporated	Technology Services	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Young, Minney & Corr	Legal	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Pacific Building Maintenance	Custodial	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
School Pathways	Student Information System	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Ed Ladder	Tutoring	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Edgenuity	On-Line Instruction Platform	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Konica Minolta Business Solutions USA Inc.	Digitalization Project	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Xerox Financial Services	All Xerox Lease Payments	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Brown Marketing Strategies	Marketing	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
The Business Cleaning Company	Custodial	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Sprint	Student Hot Spots	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
ADT Commercial	Lease	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
FMT Consultants, LLC	Technology Services	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Sacramento Advocates, Inc.	Advocacy	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School



Docusign Inc	E-Signature Platform	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Cengage Learning, Inc.	Textbooks	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Vernier Software & Technology LLC	Science Technology	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
San Diego County Schools Risk Management JPA	Insurance	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Wilkinson, Hadley King & Co, LLP	Audit Services	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Cox Business	Internet	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Oracle America, Inc.	NetSuite	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
ZSPACE	Zspace Learning	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Amazon Capital Services	Miscellaneous	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Infinity	E-Rate Consultant	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
BKM	Furniture and Fixtures	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
Delawie	Interior Design and Architecture	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
MPA	Architecture Support	Audeo Schools II, Audeo Schools III, Altus Schools East County, Altus Schools South Bay, Mirus Secondary School
WEA Palm Desert LLC	Lease - Palm Desert	Mirus Secondary School
The Business Cleaning Company	Custodial	Mirus Secondary School
EG&T Commercial Real Estate, LLC	Lease - Topaz	Mirus Secondary School
16967 Main Hesperia, LLC	Lease - Main	Mirus Secondary School
Bazi Investment	Lease – Moreno Valley	Audeo Valley Charter School



Plaza Bonita, LP	Lease – Plaza Bonita	Altus Schools South Bay
Pref Heritage LLC	Lease – Otay Ranch	Altus Schools South Bay
CSCDMT Family Ltd. Partnership	Lease – Paradise Valley	Altus Schools East County
Star West Pkwy Mall LP	Lease – El Cajon	Altus Schools East County
Plaza Paseo Real Estate Assn. LLC	Lease – So. Carlsbad II	Audeo Charter School II
VOC Realty Investment Corp	Lease – No. Carlsbad II	Audeo Charter School II
North County Fair LLP	Lease - Escondido	Audeo Charter School III
La Mesa Village Station Trust	Lease – La Mesa	Altus Schools East County

rev: 5/22/24 rev



Participation Report: All Students
Month 8: 01/15/2024 - 02/09/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	259	85.9%	84.4%	95.3%	96.9%
Totals January/February 2023	280	246	75.8%	69.3%	91.7%	91.9%
Difference	0	13	10.1%	15.1%	3.6%	5.0%

**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
SD	NC	NC1		40	38	90.4%	85.6%	97.3%	99.3%
SD	NC	NC2		40	37	87.1%	82.3%	95.8%	94.2%
SD	NC	NC3		40	38	91.8%	80.1%	98.7%	98.4%
SD	NC	NC4		40	39	90.1%	83.7%	94.4%	96.9%
SD	SC	SC1		40	35	76.4%	81.5%	88.6%	94.2%
SD	SC	SC2		40	36	81.4%	83.3%	97.5%	96.2%
SD	VT	VT2		40	36	83.7%	92.9%	94.6%	98.1%



Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	300	273	83.4%	105.0%	95.4%	96.8%
Totals February/March 2023	280	256	80.9%	70.5%	91.7%	91.8%
Difference	20	17	2.5%	34.5%	3.7%	5.0%

**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
SD	NC	NC1		40	38	90.3%	86.2%	96.7%	99.0%
SD	NC	NC2		40	38	88.9%	83.1%	97.3%	94.6%
SD	NC	NC3		40	34	80.7%	80.2%	96.7%	98.2%
SD	NC	NC4		40	38	83.9%	83.7%	91.7%	96.3%
SD	NC	NC5		10	7	28.9%	28.9%	100.0%	100.0%
SD	SC	SC1		40	38	82.5%	81.6%	89.6%	93.7%
SD	SC	SC2		40	37	90.3%	84.1%	98.3%	96.4%
SD	VT	VT1		10	7	65.6%	65.6%	100.0%	100.0%
SD	VT	VT2		40	36	85.1%	92.0%	96.5%	98.0%



Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	300	278	85.0%	102.8%	94.4%	96.5%
Totals March 2023	280	256	81.4%	71.5%	90.9%	91.7%
Difference	20	22	3.6%	31.3%	3.5%	4.8%

**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
SD	NC	NC1		40	35	85.0%	86.1%	97.1%	98.8%
SD	NC	NC2		40	39	93.3%	84.0%	95.7%	94.7%
SD	NC	NC3		40	34	79.7%	80.1%	96.0%	98.0%
SD	NC	NC4		40	35	79.0%	83.3%	90.3%	95.8%
SD	NC	NC5		10	10	79.3%	51.8%	100.0%	100.0%
SD	SC	SC1		40	40	87.3%	82.1%	91.0%	93.4%
SD	SC	SC2		40	38	88.7%	84.5%	96.0%	96.4%
SD	VT	VT1		10	9	80.0%	72.1%	100.0%	100.0%
SD	VT	VT2		40	38	84.7%	91.3%	92.4%	97.5%



Participation Report: All Students
Month 11: 04/08/2024 - 05/03/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	310	292	87.0%	100.9%	94.9%	96.3%
Totals April 2023	280	273	85.6%	72.9%	89.4%	91.6%
Difference	30	19	1.4%	28.0%	5.5%	4.7%

**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	82.8%	85.7%	97.1%	98.7%
SD	NC	NC2		40	39	90.6%	84.7%	92.9%	94.5%
SD	NC	NC3		40	34	81.3%	80.2%	95.6%	97.7%
SD	NC	NC4		40	36	78.9%	82.8%	94.2%	95.6%
SD	NC	NC5		20	20	86.5%	73.2%	95.1%	96.6%
SD	SC	SC1		40	41	90.6%	83.0%	89.5%	93.0%
SD	SC	SC2		40	39	92.4%	85.3%	97.0%	96.4%
SD	VT	VT1		10	10	99.0%	82.3%	100.0%	100.0%
SD	VT	VT2		40	37	89.6%	91.2%	97.0%	97.4%



Participation Report: All Students
Month 8: 01/15/2024 - 02/09/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	200	170	72.4%	75.7%	91.7%	94.0%
Totals January/February 2023	120	127	88.6%	69.4%	88.4%	90.3%
Difference	80	43	-16.2%	6.3%	3.3%	3.7%

**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	33	72.4%	79.9%	91.1%	92.3%
SD	ES	ES2		40	30	67.2%	68.9%	91.3%	94.5%
SD	ES	ES3		40	36	76.2%	61.3%	90.8%	91.9%
SD	ES	ES4		40	30	66.6%	70.6%	97.3%	96.3%
SD	VT	VT1		40	41	79.7%	76.0%	89.1%	94.5%

Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	200	184	82.1%	76.6%	92.7%	93.8%
Totals February/March 2023	120	137	99.8%	72.2%	89.7%	90.2%
Difference	80	47	-17.7%	4.4%	3.0%	3.6%

**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	37	80.0%	79.9%	91.0%	92.2%
SD	ES	ES2		40	34	74.3%	69.6%	94.0%	94.4%
SD	ES	ES3		40	39	84.2%	64.8%	88.7%	91.2%
SD	ES	ES4		40	34	81.7%	71.9%	100.0%	96.8%
SD	VT	VT1		40	40	90.3%	77.7%	90.8%	94.0%



Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	200	185	83.9%	77.2%	92.0%	93.6%
Totals March 2023	160	136	76.0%	77.8%	89.5%	90.2%
Difference	40	49	7.9%	-0.6%	2.5%	3.4%

**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	39	89.5%	80.7%	94.7%	92.4%
SD	ES	ES2		40	33	77.2%	70.2%	94.1%	94.4%
SD	ES	ES3		40	39	88.3%	67.5%	90.6%	91.1%
SD	ES	ES4		40	35	83.3%	72.9%	96.3%	96.7%
SD	VT	VT1		40	39	81.0%	78.0%	84.8%	93.1%



Participation Report: All Students
Month 11: 04/08/2024 - 05/03/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	200	187	80.2%	77.6%	90.1%	93.2%
Totals April 2023	160	145	75.9%	77.7%	88.1%	89.9%
Difference	40	42	4.3%	-0.1%	2.0%	3.3%

**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	39	87.4%	81.4%	89.7%	92.1%
SD	ES	ES2		40	36	74.9%	70.7%	93.0%	94.2%
SD	ES	ES3		40	37	79.4%	69.0%	87.6%	90.6%
SD	ES	ES4		40	33	73.6%	73.0%	92.8%	96.3%
SD	VT	VT1		40	42	85.9%	78.8%	88.4%	92.5%



**Participation Report: All Students
Month 8: 01/15/2024 - 02/09/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	256	102.2%	102.2%	97.4%	98.4%
Totals January/February 2023	240	255	93.3%	88.7%	91.6%	92.7%
Variance:	0	1	8.9%	13.5%	5.8%	5.7%

**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	103.0%	107.0%	97.3%	99.1%
RV	MR	MR3		40	42	93.9%	99.5%	94.1%	96.5%
RV	MR	MR4		40	43	107.0%	104.9%	99.5%	99.6%
RV	MR	MR5		40	43	101.2%	102.0%	97.5%	98.1%
RV	MR	MR6		40	42	105.0%	98.6%	100.0%	99.2%
RV	MR	MR7		40	43	102.9%	101.2%	95.8%	97.7%



Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	269	92.0%	115.5%	97.6%	98.3%
Totals February/March 2023	240	253	96.6%	89.6%	92.2%	92.7%
Variance:	40	16	-4.6%	25.9%	5.4%	5.6%

**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	107.4%	107.0%	99.1%	99.1%
RV	MR	MR2		40	5	7.4%	7.4%	94.6%	94.6%
RV	MR	MR3		40	44	102.4%	99.8%	94.2%	96.2%
RV	MR	MR4		40	43	106.4%	105.1%	99.0%	99.5%
RV	MR	MR5		40	43	105.0%	102.3%	97.7%	98.0%
RV	MR	MR6		40	44	107.5%	99.6%	100.0%	99.3%
RV	MR	MR7		40	45	107.9%	102.0%	96.0%	97.5%



**Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	264	90.2%	112.7%	96.1%	98.1%
Totals March 2023	240	259	96.8%	90.3%	90.9%	92.5%
Variance:	40	5	-6.6%	22.4%	5.2%	5.6%

**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	44	106.3%	106.9%	96.7%	98.9%
RV	MR	MR2		40	8	16.7%	11.6%	99.0%	97.5%
RV	MR	MR3		40	43	93.7%	99.3%	87.1%	95.4%
RV	MR	MR4		40	44	109.5%	105.5%	99.5%	99.5%
RV	MR	MR5		40	42	100.0%	102.1%	95.2%	97.8%
RV	MR	MR6		40	43	107.5%	100.3%	100.0%	99.3%
RV	MR	MR7		40	40	97.5%	101.6%	97.5%	97.5%



**Participation Report: All Students
Month 11: 04/08/2024 - 05/03/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	277	93.1%	110.5%	97.1%	98.0%
Totals April 2023	240	262	99.1%	91.2%	92.7%	92.5%
Variance:	40	15	-6.0%	19.3%	4.4%	5.5%

**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	44	105.0%	106.7%	98.2%	98.8%
RV	MR	MR2		40	20	46.1%	24.6%	97.9%	97.8%
RV	MR	MR3		40	43	97.4%	99.1%	90.6%	94.9%
RV	MR	MR4		40	42	99.4%	104.8%	100.0%	99.6%
RV	MR	MR5		40	41	96.4%	101.5%	95.8%	97.6%
RV	MR	MR6		40	43	105.0%	100.8%	97.7%	99.2%
RV	MR	MR7		40	44	102.8%	101.7%	100.0%	97.8%



Participation Report: All Students
Month 8: 01/15/2024 - 02/09/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	323	90.2%	83.0%	91.0%	91.7%
Totals January/February 2023	320	291	78.2%	73.9%	88.5%	88.0%
Difference	0	32	12.0%	9.1%	2.5%	3.7%

**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	38	81.4%	80.1%	86.9%	92.3%
SD	EC	EC2		40	40	88.8%	84.1%	88.8%	88.9%
SD	EC	EC3		40	40	86.4%	81.0%	90.7%	88.6%
SD	EC	EC4		40	41	94.1%	79.7%	95.7%	92.9%
SD	LM	LM1		40	39	86.7%	84.7%	92.6%	93.7%
SD	LM	LM2		40	42	95.9%	83.9%	92.0%	91.2%
SD	PV	PV1		40	41	87.4%	83.8%	85.3%	90.3%
SD	PV	PV2		40	42	100.7%	87.0%	96.0%	95.6%



Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	326	91.7%	84.0%	92.0%	91.7%
Totals February/March 2023	320	302	82.4%	74.9%	89.5%	88.2%
Difference	0	24	9.3%	9.1%	2.5%	3.5%

**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	38	85.7%	80.8%	91.1%	92.1%
SD	EC	EC2		40	40	84.4%	84.2%	87.2%	88.7%
SD	EC	EC3		40	41	93.3%	82.4%	92.2%	89.1%
SD	EC	EC4		40	42	96.3%	81.6%	96.0%	93.3%
SD	LM	LM1		40	39	90.1%	85.3%	93.7%	93.7%
SD	LM	LM2		40	41	91.8%	84.8%	89.6%	91.0%
SD	PV	PV1		40	42	96.3%	85.3%	95.7%	91.0%
SD	PV	PV2		40	43	95.8%	88.0%	90.2%	94.9%



Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	328	93.1%	84.8%	91.6%	91.7%
Totals March 2023	320	307	83.9%	75.7%	88.3%	88.2%
Difference	0	21	9.2%	9.1%	3.3%	3.5%

**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	38	83.8%	81.1%	91.0%	92.0%
SD	EC	EC2		40	40	89.8%	84.7%	90.4%	88.8%
SD	EC	EC3		40	42	92.3%	83.3%	89.6%	89.1%
SD	EC	EC4		40	42	92.7%	82.6%	88.5%	92.9%
SD	LM	LM1		40	40	94.5%	86.1%	95.0%	93.8%
SD	LM	LM2		40	41	95.2%	85.7%	93.6%	91.2%
SD	PV	PV1		40	42	97.5%	86.3%	92.9%	91.1%
SD	PV	PV2		40	43	98.8%	88.9%	91.9%	94.6%



Participation Report: All Students
Month 11: 04/08/2024 - 05/03/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	330	91.0%	85.5%	91.4%	91.7%
Totals April 2023	320	325	85.5%	76.8%	87.3%	88.1%
Difference	0	5	5.5%	8.7%	4.1%	3.6%

**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	86.6%	81.6%	95.7%	92.4%
SD	EC	EC2		40	42	89.1%	85.1%	85.3%	88.4%
SD	EC	EC3		40	41	91.0%	84.1%	91.5%	89.4%
SD	EC	EC4		40	42	86.3%	83.0%	90.0%	92.5%
SD	LM	LM1		40	41	83.5%	85.9%	90.4%	93.4%
SD	LM	LM2		40	42	97.4%	86.9%	94.5%	91.6%
SD	PV	PV1		40	42	95.5%	87.3%	91.0%	91.1%
SD	PV	PV2		40	43	98.8%	90.0%	93.4%	94.5%



**Participation Report: All Students
Month 8: 01/15/2024 - 02/09/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	389	98.3%	108.3%	92.6%	94.6%
Totals January/February 2023	400	397	89.6%	93.3%	92.0%	91.9%
Difference	-40	-8	8.7%	15.0%	0.6%	2.7%

**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	BT2		20	24	106.1%	102.4%	89.8%	91.7%
SD	CV	CV1		40	43	97.8%	96.9%	93.5%	93.3%
SD	CV	CV2		40	41	102.0%	100.4%	99.5%	96.8%
SD	CV	CV3		40	43	96.3%	96.1%	90.1%	95.7%
SD	OR	OR1		40	41	95.5%	95.3%	94.2%	94.0%
SD	OR	OR2		40	45	93.7%	94.1%	85.7%	90.7%
SD	PLB	PLB1		40	44	101.1%	105.5%	93.1%	96.7%
SD	PLB	PLB2		40	43	105.3%	105.3%	97.9%	97.9%
SD	PLB	PLB3		40	45	98.2%	104.9%	92.8%	96.3%
SD	PLB	PLB4		20	20	84.7%	91.5%	84.7%	88.1%



**Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	388	100.6%	107.3%	94.1%	94.5%
Totals February/March 2023	400	402	91.4%	93.1%	92.4%	91.9%
Difference	-40	-14	9.2%	14.2%	1.7%	2.6%

**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	BT2		20	24	109.4%	103.2%	91.2%	91.7%
SD	CV	CV1		40	44	101.4%	97.4%	93.8%	93.4%
SD	CV	CV2		40	40	97.9%	100.1%	97.9%	96.9%
SD	CV	CV3		40	43	102.5%	96.8%	96.0%	95.7%
SD	OR	OR1		40	42	99.7%	95.8%	95.9%	94.3%
SD	OR	OR2		40	44	92.6%	93.9%	84.2%	89.9%
SD	PLB	PLB1		40	44	105.0%	105.5%	95.5%	96.6%
SD	PLB	PLB2		40	43	102.2%	103.8%	98.1%	98.0%
SD	PLB	PLB3		40	44	107.5%	105.2%	97.7%	96.5%
SD	PLB	PLB4		20	20	83.9%	90.6%	85.1%	87.7%



**Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	380	385	95.1%	106.1%	94.3%	94.5%
Totals March 2023	440	439	89.8%	100.3%	92.8%	92.0%
Difference	-60	-54	5.3%	5.8%	1.5%	2.5%

**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	BT2		20	24	107.3%	103.6%	89.4%	91.5%
SD	CV	CV1		40	43	99.7%	97.6%	92.7%	93.3%
SD	CV	CV2		40	43	99.8%	100.1%	94.3%	96.7%
SD	CV	CV3		40	41	98.3%	97.0%	95.9%	95.7%
SD	OR	OR1		40	43	101.2%	96.3%	96.8%	94.5%
SD	OR	OR2		40	44	100.0%	94.4%	90.9%	90.0%
SD	PLB	PLB1		40	43	102.5%	105.2%	95.3%	96.5%
SD	PLB	PLB2		40	41	102.3%	103.4%	100.0%	98.6%
SD	PLB	PLB3		40	43	102.5%	104.9%	95.3%	96.4%
SD	PLB	PLB4		40	20	43.2%	82.1%	86.3%	87.6%



Participation Report: All Students
 Month 11: 04/08/2024 - 05/03/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	386	88.0%	104.1%	93.5%	94.4%
Totals April 2023	440	455	94.1%	99.7%	92.9%	92.1%
Difference	-40	-69	-6.1%	4.4%	0.6%	2.3%

**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	BT2		40	40	88.3%	92.5%	92.3%	89.9%
SD	CV	CV1		40	41	95.3%	97.4%	92.9%	93.3%
SD	CV	CV2		40	42	93.8%	99.4%	93.5%	96.4%
SD	CV	CV3		40	40	90.0%	96.2%	90.0%	95.1%
SD	OR	OR1		40	40	100.0%	96.7%	100.0%	95.1%
SD	OR	OR2		40	42	92.5%	94.2%	88.1%	89.8%
SD	PLB	PLB1		40	43	98.8%	104.5%	95.2%	96.4%
SD	PLB	PLB2		40	42	97.3%	101.7%	98.5%	98.6%
SD	PLB	PLB3		40	42	95.0%	103.9%	93.8%	96.1%
SD	PLB	PLB4		40	14	29.4%	29.4%	85.5%	85.5%



Participation Report: All Students Month 8: 01/15/2024 - 02/09/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	328	79.8%	89.7%	91.0%	91.9%
Totals January/February 2023	320	315	77.0%	96.2%	82.2%	85.4%
Difference	40	13	2.8%	-6.5%	8.8%	6.5%

**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	39	95.4%	93.3%	100.0%	97.4%
SB	MS	MS2		40	38	93.1%	90.2%	100.0%	97.3%
RV	PD	PD1		40	38	80.4%	87.6%	86.4%	90.4%
RV	PD	PD2		40	35	72.1%	88.7%	84.2%	91.1%
RV	PD	PD3		40	33	72.1%	82.9%	88.9%	88.2%
RV	PD	PD4		40	24	44.4%	58.9%	89.9%	96.7%
SB	TZ	TZ1		40	41	89.8%	72.6%	92.3%	89.5%
SB	TZ	TZ4		40	40	84.4%	77.4%	86.9%	88.6%
SB	VT	VT1		40	40	86.9%	87.6%	89.1%	89.3%



Participation Report: All Students
Month 9: 02/12/2024 - 03/08/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	343	83.6%	88.9%	91.3%	91.8%
Totals February/March 2023	320	321	79.2%	93.6%	82.3%	85.0%
Difference	40	22	4.4%	-4.7%	9.0%	6.8%

**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
SB	MS	MS1		40	41	94.0%	93.4%	99.6%	97.7%
SB	MS	MS2		40	39	95.7%	90.9%	100.0%	97.7%
RV	PD	PD1		40	40	85.1%	87.3%	87.4%	90.0%
RV	PD	PD2		40	38	75.7%	87.1%	86.6%	90.6%
RV	PD	PD3		40	37	80.8%	82.7%	88.7%	88.2%
RV	PD	PD4		40	31	67.4%	61.0%	92.6%	95.5%
SB	TZ	TZ1		40	36	81.3%	74.1%	92.4%	90.0%
SB	TZ	TZ4		40	40	86.5%	78.6%	89.1%	88.7%
SB	VT	VT1		40	41	86.0%	87.4%	85.4%	88.8%



**Participation Report: All Students
Month 10: 03/11/2024 - 04/05/2024**

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	345	85.9%	88.6%	91.4%	91.8%
Totals March 2023	320	319	84.0%	92.9%	85.6%	85.1%
Difference	40	26	1.9%	-4.3%	5.8%	6.7%

**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	98.8%	93.8%	100.0%	97.9%
SB	MS	MS2		40	39	92.3%	91.0%	100.0%	97.8%
RV	PD	PD1		40	39	89.5%	87.4%	91.8%	90.1%
RV	PD	PD2		40	39	79.8%	86.6%	82.4%	90.0%
RV	PD	PD3		40	37	84.0%	82.7%	91.8%	88.5%
RV	PD	PD4		40	35	80.0%	63.3%	95.5%	95.5%
SB	TZ	TZ1		40	37	84.0%	74.9%	91.8%	90.2%
SB	TZ	TZ4		40	39	82.8%	78.9%	86.0%	88.5%
SB	VT	VT1		40	39	82.0%	87.0%	84.1%	88.5%



Participation Report: All Students Month 11: 04/08/2024 - 05/03/2024

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	353	88.6%	88.7%	93.0%	91.9%
Totals April 2023	320	339	87.1%	92.0%	86.0%	85.2%
Difference	40	14	1.5%	-3.3%	7.0%	6.7%

**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	42	102.1%	94.8%	100.0%	98.1%
SB	MS	MS2		40	41	102.5%	92.3%	100.0%	98.1%
RV	PD	PD1		40	40	90.0%	87.7%	91.1%	90.2%
RV	PD	PD2		40	37	83.0%	86.2%	93.5%	90.4%
RV	PD	PD3		40	38	84.1%	82.9%	88.6%	88.5%
RV	PD	PD4		40	35	82.8%	67.1%	95.7%	95.6%
SB	TZ	TZ1		40	37	75.9%	75.1%	94.1%	90.8%
SB	TZ	TZ4		40	40	83.6%	79.4%	85.8%	88.2%
SB	VT	VT1		40	43	93.8%	87.8%	88.1%	88.5%

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER
ALTUS SCHOOLS EAST COUNTY • MIRUS SECONDARY • ALTUS SCHOOLS SOUTH BAY
(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

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

REGULAR BOARD OF DIRECTORS MEETING MINUTES

Wednesday, February 28, 2024, 1:00 p.m.

Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123, 514 Via De La Valle, Suite 303, Solana Beach, CA
92075, 4179 Middlesex Drive, San Diego, CA 92116, 2901 Gibson Street, Bakersfield, CA 93308

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/>

Altus Schools East County: <https://grossmontsecondarycharter.com/board-and-governance/>

Altus Schools South Bay: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Myers called the meeting to order at 1:03 p.m.

1.2 Roll Call

Members present at the meeting were Chris Gordon, Jim Herr, Wayland Myers, and Cristina Stevens.
Also in attendance: Mary Bixby, Veneeta Chan, Angela Neri, Cathryn Rambo, Tim Tuter, and General
Counsel Paul Minney

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.

It was moved by Gordon and seconded by Herr to Approve the Establishment of Quorum.

Ayes – 4, Nays – 0, Absent – 0, 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 – 0, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California 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 Legal Counsel—Anticipated Litigation

Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9: (one case)

4.0 RETURN TO OPEN SESSION

The Board returned to open session at 1:22 p.m.

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

No action taken in Closed Session.

5.0 ADMINISTRATIVE ITEMS

5.1 Review and Approval of the Amendment to the Employment Agreement of Superintendent School Services and Founder to Allow an Increase in Cost of Health Benefits

Myers reported that the amendments are solely limited to update the health benefits to keep up with the cost of the benefit which is regulated by the State Insurance Commission. All other terms and conditions of this position's employment agreement would remain the same. Myers recommends the Board to approve the amendment.

It was moved by Herr and seconded by Stevens to Approve the Amendment to the Employment Agreement of Superintendent School Services and Founder to Allow an Increase in Cost of Health Benefits.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.2 California Fair Political Practices Commission Statement of Economic Interest – 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 Form 700 must be filed by April 2, 2024.

5.3 Superintendent School Services and Founder's Report

5.3.1 School Outreach

Bixby shared that during the recent flooding that occurred in San Diego, we had 16 families that were dramatically impacted. That was very upsetting certainly to the

families, students, teachers and our staff. Teachers/Staff were so wonderful about doing whatever they could to help them through this difficult period. We wanted the Board to be aware that we have not only been working on an individual basis by keeping their education going, but also as a School. Amy Butler, our outreach liaison that works with the Community Groups has been trying to support them anyway we can.

5.3.2 Annual Site Visit Conducted on January 17-19, 2024

5.3.2.1 Altus Schools East County

5.3.2.2 Altus Schools South Bay

Bixby noted that our Annual Site Visit was conducted on January 17-19, 2024, by the California Department of Education (CDE.) Board Members, Myers and Gordon were interviewed on the Board's behalf. The CDE also visited all resource centers and met with staff and students to verify and update information. The CDE determined that Altus Schools East County and Altus Schools South Bay are both in compliance.

5.3.3 Altus Schools Dashboard Outcomes 2023 Presentation by Aaron Smith

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

Aaron Smith presented the Dashboard Outcomes for our Schools.

5.3.4 Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents Presentation by Tim Tuter

5.3.4.1 Audeo Charter School II

5.3.4.2 Audeo Charter School III

5.3.4.3 Audeo Valley Charter

5.3.4.4 Altus Schools East County

5.3.4.5 Mirus Secondary

5.3.4.6 Altus Schools South Bay

Tim Tuter presented the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents.

5.4 Strategic Plan Update

5.4.1 School Productivity Indicators

5.4.1.1 Audeo Charter School II

5.4.1.1.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.2 Audeo Charter School III

5.4.1.2.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.3 Audeo Valley Charter

5.4.1.3.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.4 Altus Schools East County

5.4.1.4.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.5 Mirus Secondary

5.4.1.5.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.6 Altus Schools South Bay

5.4.1.6.1 School Participation Report for the Period of 2023- 2024

Month 5 - 7: 10/23/2023 – 01/12/2024

Tuter reviewed the School Productivity Indicators with the Board.

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 Superintendent School Services and Founder recommends approval of all consent agenda items.

6.1 Consent Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, and Altus Schools South Bay for Each School

- 6.1.1 Approval of Board Meeting Minutes for December 7, 2023
- 6.1.2 Approval of Amendments to the Board Policies
- 6.1.3 Approval of Board Resolution Amending a Conflict of Interest Code
- 6.1.4 Approval of Amendments to the Conflict of Interest Code

It was moved by Stevens and seconded by Herr to Approve the Consent Agenda Items 6.1.1 – 6.1.4.
Ayes –4 , Nays – 0, Absent –0 , Abstain – 0, Motion Approved.

7.0 Action Items For Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, And Altus Schools South Bay For Each School

- 7.1.1 Approval of the Comprehensive School Safety Plan 2023-2024
 - 7.1.1.1 Audeo Charter School II
 - 7.1.1.2 Audeo Charter School III
 - 7.1.1.3 Audeo Valley Charter School
 - 7.1.1.4 Altus Schools East County
 - 7.1.1.5 Mirus Secondary
 - 7.1.1.6 Altus Schools South Bay

It was moved by Gordon and seconded by Herr to Approve the Comprehensive School Safety Plan 2023-2024 Items 7.1.1.1 – 7.1.1.6.
Ayes –4 , Nays – 0, Absent –0 , Abstain – 0, Motion Approved.

8.0 ACTION ITEMS**8.1 Actions Items for Audeo Charter School II**

- 8.1.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Stevens and seconded by Herr to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes –4 , Nays – 0, Absent –0 , Abstain – 0, Motion Approved.

8.2 Actions Items for Audeo Charter School III

- 8.2.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Herr and seconded by Stevens to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes –4 , Nays – 0, Absent –0 , Abstain – 0, Motion Approved.

8.3 Actions Items for Audeo Valley Charter

- 8.3.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Gordon and seconded by Herr to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes -4 , Nays - 0, Absent -0 , Abstain - 0, Motion Approved.

8.4 Actions Items for Altus Schools East County

- 8.4.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Stevens and seconded by Herr to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes -4 , Nays - 0, Absent -0 , Abstain - 0, Motion Approved.

8.5 Actions Items for Mirus Secondary

- 8.5.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Gordon and seconded by Stevens to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes -4 , Nays - 0, Absent -0 , Abstain - 0, Motion Approved.

8.6 Actions Items for Altus Schools South Bay

- 8.6.1 Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview

It was moved by Stevens and seconded by Gordon to Approve the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview.

Ayes -4 , Nays - 0, Absent -0 , Abstain - 0, Motion Approved.

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.

There were no comments.

10.0ADJOURNMENT

It was moved by Gordon and seconded by Stevens to adjourn the meeting at 3:14 p.m.

Ayes -4 , Nays - 0, Absent -0 , Abstain - 0, Motion Approved.

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER
 ALTUS SCHOOLS EAST COUNTY ▪ MIRUS SECONDARY ▪ ALTUS SCHOOLS SOUTH BAY
 (A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman

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

SPECIAL BOARD OF DIRECTORS MEETING

Thursday, March 7, 2024, 2:00 p.m.

Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123, 514 Via De La Valle, Suite 303, Solana Beach, CA 92075,
 4179 Middlesex Drive, San Diego, CA 92116, 104 Kaanapali Shores Pl, Lahaina, HI 96761

and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, CA 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009,
 and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, CA 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A,
 Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, CA 92020, La Mesa RC 5975 Severin Drive, La Mesa, CA 91942,
 Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, CA, 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 203, 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, CA 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, CA 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/>

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

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

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.1-2

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California 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 ADMINISTRATIVE ITEMS

- 3.1 Superintendent School Services and Founder’s Report
 - 3.1.1 Presentation By Dr. Corey Loomis, Director of Charter Schools Unit, Riverside County Office of Education

- 3.2 Consider Approval of the Annual Audit Multiple Year Contract for Altus Schools Southern California, Inc. dba Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, and Altus Schools South Bay [P.3-25](#)

4.0 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 Superintendent School Services and Founder recommends approval of all consent agenda items.

4.1 Consent Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, and Altus Schools South Bay for Each School

- 4.1.1 Consider Acceptance of the Audit Report Financial Statements and Supplemental Information for Year Ended June 30, 2023 [P.26-111](#)

5.0 ACTION ITEMS

5.1 Actions Items for Audeo Charter School II

- 5.1.1 Consider Approval of the Second Interim Report 2023-2024 [P.112-120](#)
5.1.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.121-131](#)

5.2 Actions Items for Audeo Charter School III

- 5.2.1 Consider Approval of the Second Interim Report 2023-2024 [P.132-134](#)
5.2.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.135-145](#)

5.3 Actions Items for Audeo Valley Charter

- 5.3.1 Consider Approval of the Second Interim Report 2023-2024 [P.146-151](#)
5.3.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.152-162](#)

5.4 Actions Items for Altus Schools East County

- 5.4.1 Consider Approval of the Second Interim Report 2023-2024 [P.163-165](#)
5.4.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.166-176](#)

5.5 Actions Items for Mirus Secondary

- 5.5.1 Consider Approval of the Second Interim Report 2023-2024 [P.177-194](#)
5.5.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.195-202](#)

5.6 Actions Items for Altus Schools South Bay

- 5.6.1 Consider Approval of the Second Interim Report 2023-2024 [P.203-205](#)
5.6.2 Review the February Revised Operational Budget Assumptions FY 2023-2024 and Consider Approval of February Revised Operational Budget FY 2023-2024 [P.206-216](#)

6.0 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.

7.0 ADJOURNMENT

Next Regular Board Meeting: June 26, 2024, 8:30 am

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, miruscharter.com, sweetwatersecondarycharter.com

Accommodation –Altus Schools Southern California Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, 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 Angela Neri at (858) 678-2045 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 Angela Neri at (858) 678-2045 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 Angela Neri at (858) 678 -2045.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda at the Altus Schools Southern California Resource Centers and Offices noted above, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Altus Schools South Bay, and Mirus Secondary webpages on March 5, 2024.

Adopted by the Board on _____

MULTI-TRACK CALENDAR

2024-2025

TRACK A

Calendar Month	School Month	M	T	W	Th	F	Teaching Days (ADA)	Supplemental Instructional Days (NAC)	Non-School Days	Total Days	Important Dates	
July	1	1	2	3	4	5	19	0	1	20	Jul 4: Holiday	
July / August	2	29	30	31	1	2	20	0	0	20		
August / September	3	2	3	4	5	6	18	0	2	20	Aug 30: Teacher None Work Day (NWD) Sep 2: Holiday	
September / October	4	23	24	25	26	27	19	0	1	20	Oct 2: CBEDS Information Day Oct. 4 - Teacher NWD	
P1 October / November	5	21	22	23	24	25	14	5	1	20	Nov 11: Holiday Total P1 Days 90	
November / December	6	18	19	20	21	22	10	5	5	20	Nov 25-27: Teacher NWD Nov 28-29: Holidays	
December / January	7	16	17	18	19	20	5	4	11	20	Dec 23 & 26-27, Dec. 30: Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday Jan 2-3 & 6: Teacher NWD	
January / February	8	13	14	15	16	17	13	6	1	20	Jan 20: Holiday	
February / March	9	10	11	12	13	14	0	17	3	20	Feb 14 & 17: Holiday Feb. 13: Teacher NWD	
P2 March / April	10	10	11	12	13	14	0	15	5	20	Mar 31 - Apr 4: Spring Break Total P2 Days 118	
April / May	11	7	8	9	10	11	20	0	0	20	Available CAASPP Window April 7 - June 27	
May	12	5	6	7	8	9	19	0	1	20	Available CAASPP Window April 7 - June 27 May 26: Holiday	
June	13	2	3	4	5	6	18	1	1	20	Available CAASPP Window April 7 - June 27 June 19: Holiday	
June	NA	30					0		1		June 30: Teacher NWD	
Total Instructional Days:							175	53	33	260		

Adopted by the Board on _____

MULTI-TRACK CALENDAR

2024-2025

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	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23	0	20	0	20	
August / September	3	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20	5	13	2	20	Aug 30: Teacher None Work Day (NWD) Sep 2: Holiday
September / October	4	23 30 7 14	24 1 8 15	25 2 9 16	26 3 10 17	27 4 11 18	19	0	1	20	Oct 2: CBEDS Information Day Oct. 4 - Teacher NWD
P1 October / November	5	21 28 4 11	22 29 5 12	23 30 6 13	24 31 7 14	25 1 8 15	19	0	1	20	Nov 11: Holiday Total P1 Days 43
November / December	6	18 25 2 9	19 26 3 10	20 27 4 11	21 28 5 12	22 29 6 13	15	0	5	20	Nov 25-27: Teacher NWD Nov 28-29: Holidays
December / January	7	16 23 30 6	17 24 31 7	18 25 1 8	19 26 2 9	20 27 3 10	9	0	11	20	Dec 23 & 26-27, Dec. 30: Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday Jan 2-3 & 6: Teacher NWD
January / February	8	13 20 27 3	14 21 28 4	15 22 29 5	16 23 30 6	17 24 31 7	19	0	1	20	Jan 20: Holiday
February / March	9	10 17 24 3	11 18 25 4	12 19 26 5	13 20 27 6	14 21 28 7	17	0	3	20	Feb 14 & 17: Holiday Feb. 13: Teacher NWD
P2 March / April	10	10 17 24 31	11 18 25 1	12 19 26 2	13 20 27 3	14 21 28 4	15	0	5	20	Mar 31 - Apr 4: Spring Break Total P2 Days 118
April / May	11	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	20	0	0	20	Available CAASPP Window April 7 - June 27
May	12	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	19	0	1	20	Available CAASPP Window April 7 - June 27 May 26: Holiday
June	13	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	18	1	1	20	Available CAASPP Window April 7 - June 27 June 19: Holiday
June	NA	30					0		1		June 30: Teacher NWD
Total Instructional Days:							175	34	32	240	

Adopted By the Board _____

TRACK A

2024-2025

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	1	2	3	4	5	19	0	1	20	Jul 4: Holiday	
July / August	2	8	9	10	11	12	19	0	1	20	Aug 23: Teacher NWD	
August / September	3	15	16	17	18	19	18	0	2	20	Aug 30: Teacher NWD Sep 2: Holiday	
September / October	4	22	23	24	25	26	18	0	2	20	Oct 2: CBEDS Information Day Sept 7: Teacher NWD October 4: Teacher NWD	
P1 October / November	5	26	27	28	29	30	16	0	4	20	Nov 11: Holiday Oct 25: Teacher NWD Nov 1, 8: Teacher NWD Total P1 Days 90	
November / December	6	1	2	3	4	5	12	0	8	20	Nov 22, 25-27: Teacher NWD Nov 28-29: Holidays Dec 6, 13: Teacher NWD	
December / January	7	6	7	8	9	10	9	0	11	20	Dec 23, 26-27, & 30: Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday Jan 2-3 & 6: Teacher NWD	
January / February	8	13	14	15	16	17	7	8	5	20	Jan 17, 24 & 31: Teacher NWD Jan 20: Holiday Feb 7: Teacher NWD	
February / March	9	20	21	22	23	24	0	15	5	20	Feb 14 & 17: Holiday Feb 13, 28: Teacher NWD March 7: Teache NWD	
P2 March / April	10	27	28	29	30	31	0	10	10	20	Mar 24-28: Teacher NWD Mar 31 - Apr 4: Spring Break Total P2 Days 118	
April / May	11	3	4	5	6	7	20	0	0	20	Available CAASPP Window April 7 - June 27	
May	12	10	11	12	13	14	19	0	1	20	Available CAASPP Window April 7 - June 27 May 26: Holiday	
June	13	17	18	19	20	21	18	0	2	20	Available CAASPP Window April 7 - June 27 June 19: Holiday	
June	NA	23	24	25	26	27		0	1		June 28: Teacher NWD June 30: Teacher NWD	
Total Instructional Days:							175	33	53	260		

Adopted By the Board _____

TRACK B

2024-2025

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	29	30	31	1	2	5	14	1		Aug 23: Teacher None Work Day (NWD)	
		5	6	7	8	9						
		12	13	14	15	16						
		19	20	21	22	23				20		
August / September	3	26	27	28	29	30	18	0	2		Aug 30: Teacher NWD Sep 2: Holiday	
		2	3	4	5	6						
		9	10	11	12	13						
		16	17	18	19	20				20		
September / October	4	23	24	25	26	27	18	0	2		Oct 2: CBEDS Information Day Sept 27: Teacher NWD October 4: Teacher NWD	
		30	1	2	3	4						
		7	8	9	10	11						
		14	15	16	17	18				20		
P1 October / November	5	21	22	23	24	25	16	0	4		Nov 11: Holiday Oct 25: Teacher NWD Nove 1, 8: Teacher NWD	
		28	29	30	31	1						
		4	5	6	7	8						
		11	12	13	14	15				20	Total P1 Days 57	
November / December	6	18	19	20	21	22	12	0	8		Nov 22, 25-27: Teacher NWD Nov 28-29: Holidays Dec 6, 13: Teacher NWD	
		25	26	27	28	29						
		2	3	4	5	6						
		9	10	11	12	13				20		
December / January	7	16	17	18	19	20	9	0	11		Dec 23, 26-27, & 30: Teacher NWD Dec 24 & 25: Holiday Dec 31 & Jan 1: Holiday	
		23	24	25	26	27						
		30	31	1	2	3						
		6	7	8	9	10				20	Jan 2-3 & 6: Teacher NWD	
January / February	8	13	14	15	16	17	15	0	5		Jan 17, 24 & 31: Teacher NWD Jan 20: Holiday Feb 7: Teacher NWD	
		20	21	22	23	24						
		27	28	29	30	31						
		3	4	5	6	7				20		
February / March	9	10	11	12	13	14	15	0	5		Feb 14 & 17: Holiday Feb 13, 28: Teacher NWD March 7: Teache NWD	
		17	18	19	20	21						
		24	25	26	27	28						
		3	4	5	6	7				20		
P2 March / April	10	10	11	12	13	14	10	0	10		Mar 24-28: Teacher NWD Mar 31 - Apr 4: Spring Break	
		17	18	19	20	21						
		24	25	26	27	28						
		31	1	2	3	4				20	Total P2 Days 118	
April / May	11	7	8	9	10	11	20	0	0		Available CAASPP Window April 7 - June 27	
		14	15	16	17	18						
		21	22	23	24	25						
		28	29	30	1	2				20		
May	12	5	6	7	8	9	19	0	1		Available CAASPP Window April 7 - June 27 May 26: Holiday	
		12	13	14	15	16						
		19	20	21	22	23						
		26	27	28	29	30				20		
June	13	2	3	4	5	6	18	0	2		Available CAASPP Window April 7 - June 27 June 19: Holiday	
		9	10	11	12	13						
		16	17	18	19	20						
		23	24	25	26	27				20	June 28: Teacher NWD	
June	NA	30							1	0	June 30: Teacher NWD	
Total Instructional Days:							175	14	52	240		

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

*****Warning*****

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2023
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Audeo Charter School III (37 68106 0137034)

Status: Certified
 Saved by: Norma Guerrero
 Date: 5/7/2024 1:36 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

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Audeo Charter School III (37 68106 0137034)

Status: Certified
 Saved by: Norma Guerrero
 Date: 6/5/2024 3:20 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2023
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

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County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2023
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Certification of Assurances

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CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

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2024–25 Protected Prayer Certification

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CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2023
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Altus Schools South Bay (37 77107 0136473)

Status: Certified
Saved by: Norma Guerrero
Date: 6/4/2024 1:55 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

*****Warning*****

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Altus Schools South Bay (37 77107 0136473)

Status: Certified
 Saved by: Norma Guerrero
 Date: 6/4/2024 1:57 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

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Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/22/2023
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Mirus Secondary (36 75044 0114389)

Status: Certified
 Saved by: Norma Guerrero
 Date: 5/7/2024 1:40 PM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024

*****Warning*****

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Mirus Secondary (36 75044 0114389)

Status: Certified
 Saved by: Norma Guerrero
 Date: 6/5/2024 6:16 PM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

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Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

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Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/26/2024
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Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tim Tuter
Authorized Representative's Title	Executive Director

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By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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EMPLOYEE MANUAL

2024-2025



Commented [LA1]: @Trevor Golledge AND @Veronica Radtke COVER PAGE NEEDS TO REFLECT THE NEW NAMES OF THE SCHOOLS. ESCONDIDO UNION HIGH SCHOOL DISTRICT ALREADY SUBMITTED TO CDE THE NEW NAME FOR AUDEO III. THUS, I CHANGED IT TO ALTUS SCHOOLS NORTH COUNTY. BY THE TIME THIS IS APPROVED BY THE BOARD I AM SURE THE NEW SCHOOL NAME WILL BE IN THE CDE SCHOOL'S DIRECTORY.

Commented [VR2R1]: Thanks Lynne! I am working with Communications on updating the cover. They will have it ready before the 12th of June

Audeo Charter School II, ~~Audeo Charter School III~~Altus Schools North County, Audeo Valley Charter School, Altus Schools East County~~Grossmont Secondary School~~, Mirus Secondary School and Altus Schools South Bay~~Sweetwater Secondary School~~ (“Altus Schools Southern California” or “ASSC”) are designed for students seeking to receive an individualized, personalized, and rigorous academic experience that demonstrates positive outcomes for every student. Altus Schools have been established to provide a quality education offered by high-level staff in a supportive environment that is solely focused on academic activities.

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 ~~Altus Schools Southern California ("ASSC") 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 ~~ASSCAUDEO~~. 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 ~~ASSCAUDEO~~.

I understand that other than the ~~Superintendent School Services and Founder 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 Altus Schools Southern California Audeo Charter School corporation (“ASSC”), (“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 Altus Schools Southern California Southern California Board of Directors Audeo Board of Directors on June 26², 2024³.

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 ASSCAUDEO. We strongly believe you will find ASSC AUDEO an amazing place to work that continues to stay focused on our core mission of **TRANSFORMING LIVES!**

Notices

ASSC 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 Superintendent School Services and Founder-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 ASSCAUDEO.

504 Coordinator:

Kirsten Henderson,
khenderson@altusschools.net

Title II, Title IX Coordinator-

Title IX Coordinator:
Tim Tuter, ttuter@altusschools.net

Title IX Coordinator:
Amanda Akle, aakle@altusschools.net

Title V Coordinator:

Lynne Alipio, lalipio@altusschools.net

Civil Rights Coordinator:

Lynne Alipio, lalipio@altusschools.net

Formatted Table

Commented [LA3]: Tim and Veronica: I am reviewing Employee Handbook - we have listed Amanda Akle as the Title IX Coordinator and with her leaving, we should remove Amanda and replace it. Who?

Formatted: Italian (Italy)

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What You Can Expect From Altus Schools Southern California 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 ASSC'S 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 ASSC 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 ASSC AUDEO will continue to be known as “a great place to work!”

What ASSCAUDEO Charter School corporation Expects

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 ASSCAUDEO 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 ASSCAUDEO. 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, ASSCAUDEO 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 ASSCAUDEO leadership and supervisors. We are dedicated to making ASSCAUDEO 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 ASSCAUDEO intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.

ASSCAUDEO 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 [ASSC 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 [ASSCAUDEO](#), what you can expect from [ASSCAUDEO](#), and what [AUDEO-ASSC](#) expects from you.

Statutory Provisions Relating to Charter School Employment

The Schools that the [ASSC 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 [Altus Schools East County \(“ASEC”\)](#) [Grossmont Secondary School \(“GSS”\)](#), and [Altus Schools South Bay \(“ASSB”\)](#) [Sweetwater Secondary School \(“SSS”\)](#); Escondido Union High School District (“EUHSD”) which has approved the charter petition for [Audeo Charter School II](#) [Altus Schools North County \(“ASNC Audeo III”\)](#); Riverside County Office of Education (“RCOE”) which has approved the charter petition for Audeo Valley Charter School (“[Audeo Valley 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-ASSCASSC](#) 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, [ASSC 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 [ASSC AUDEO](#) or its schools.

Employees should recognize that they are being employed by [ASSC AUDEO](#) and not SBE, EUHSD, RCOE, SDCOE, and HUSD.

[Altus Schools Southern California Audeo Charter School](#) Employee Manual

Pursuant to Education Code section 47610, [ASSC 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(e)(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

[ASSC AUDEO](#) is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. [ASSC'S 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 person's](#) appearance or behavior, gender roles, gender expression, or gender identity, or about an [individual's individual's](#) ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the [individual's 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.

ASSC 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 ASSC AUDEO does business). Supervisors and managers are to report any complaints of unlawful harassment to the Deputy Superintendent School Services Executive Director or designee.

When ASSC AUDEO receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Deputy Superintendent School Services Executive Director) or the Deputy Superintendent School Services 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. ASSC 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

ASSC 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 annually thereafter every two (2) years thereafter. All other employees will receive one (1) hour of

sexual harassment prevention training- annually every two (2) years thereafter. ASSC 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 Deputy Superintendent School Services Executive Director. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." Complaints that fall within the scope of Title IX will be investigated in accordance with ASSC's Title IX Policy.

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 ASSC AUDEO policy.

At-Will Employment Relationship

While ASSC 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 ASSC 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, ASSC 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 Deputy Superintendent School Services 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.

ASSC 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 childcare 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 ASSC 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

ASSC 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 ~~ASSCAUDEO~~. 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~~ Altus Schools North County ("ASNCudeo III"), Audeo Valley Charter School ("Audeo Valley"), Altus Schools East County ("ASEC") ~~Grossmont Secondary School~~ ("GSS"), Mirus Secondary School ("Mirus"), and Altus Schools South Bay ("ASSB") ~~Sweetwater Secondary School~~ ("SSS") which are operated by Altus Schools Southern California Audeo Charter School corporation ("~~ASSCAUDEO~~ 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")¹ schools and California DASS schools,

¹ 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,

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 ~~ASSCAUDEO~~ corporation- 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.

Confidential Information

Our students and parents entrust ~~ASSC 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, ~~ASSC AUDEO~~ earns the respect and further trust of our students and families.

Your employment with ~~ASSC AUDEO~~ assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures ~~ASSC'S AUDEO'S~~ reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for ~~ASSC 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 ~~ASSC AUDEO~~ questions you, and you are concerned about the appropriateness of giving them certain

pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.

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 ASSC AUDEO or school records, reports, or documents without prior approval by the Deputy Superintendent School Services 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 current teaching credential or credential appropriate to their position. ASSCAUDEO supports teachers in their effort to obtain and renew teaching credentials. ASSC 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

ASSC 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 ASSC 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

ASSCAUDEO is an equal opportunity employer. It is the policy of ASSCAUDEO 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, ~~ASSC 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. ~~ASSC 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. ~~ASSC 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~~ ASSC 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 ~~ASSC'S 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, ~~ASSC AUDEO~~ will evaluate your suitability for employment, and you can evaluate ~~ASSC 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/ASSC.**

A former regular employee who has been rehired after a separation from ~~ASSC AUDEO~~ of more than one

(1) year is considered an introductory employee during his or her first sixty (60) days following rehire; however, the Superintendent School Services and Founder/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 ~~ASSCAUDEO~~. 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 ~~ASSCAUDEO~~ will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise ~~ASSC’S AUDEO’S~~ commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at ~~ASSC AUDEO~~ include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at ASSC. Additionally, should an employee, ~~ASSCAUDEO~~, 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 ~~ASSC AUDEO~~ must submit written proof from a ~~physician or NP~~ qualified health care provider 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 ~~ASSC 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 ~~ASSC 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 ~~ASSC AUDEO~~ students.

Immigration Compliance

~~ASSC 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, ~~ASSC AUDEO~~ will not check the

employment authorization status of current employees or applicants who were not offered positions with ASSC AUDEO unless required to do so by law.

ASSC 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, ASSC 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

ASSC 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 ASSC 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.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all ASSC 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- ASSC 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 Deputy Superintendent School Services 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

ASSC 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.

ASSC AUDEO recognizes the importance of providing educational programs and a school environment that discourages tobacco product use. ASSC AUDEO, therefore, endorses the tobacco-free plan that emphasizes tobacco use prevention education, staff in service, appropriate employee assistance.

Standards of Conduct

ASSC 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 ASSC 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 ASSCAUDEO, you have a responsibility to ASSCAUDEO, 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 ASSC 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 ASSCAUDEO. 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 ASSC 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 ASSCAUDEO; 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 ASSCAUDEO 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 ASSC'S 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. ASSC 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 ASSCAUDEO.

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.

Leadership Team will give a second opinion concerning the unacceptable behavior

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 Deputy Superintendent School Services 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 Superintendent School Services and Founder President/CEO or another member of the

before dismissal occurs.

Notwithstanding the above process, employment remains “at-will.” Accordingly, either the employee or ASSC AUDEO may terminate the employment relationship at any time with or without advance notice, or with or without cause. Further, ASSC AUDEO shall retain the discretion to deviate from the applicable level of disciplinary action in its sole discretion.

Off-Duty Conduct

While ASSC 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 ASSC'S AUDEO's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect ASSC AUDEO or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects ASSC'S AUDEO's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by ASSCAUDEO, employees are expected to devote their energies to their jobs with ASSC 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 ASSCAUDEO.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with ASSCAUDEO.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with ASSCAUDEO.
- Additional employment that requires the employee to conduct work or

related activities on ASSC'S AUDEO's property during the employer's working hours or using AUDEO's ASSC'S facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of ASSC 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 ASSC AUDEO explaining the details of the additional employment. If the additional employment is authorized, ASSC AUDEO assumes no responsibility for it. ASSC 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 ASSC 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 ASSC 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, ASSC AUDEO would like to discuss your reasons for leaving and any other impressions that you may have about ASSC 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 ASSC AUDEO provides to

References

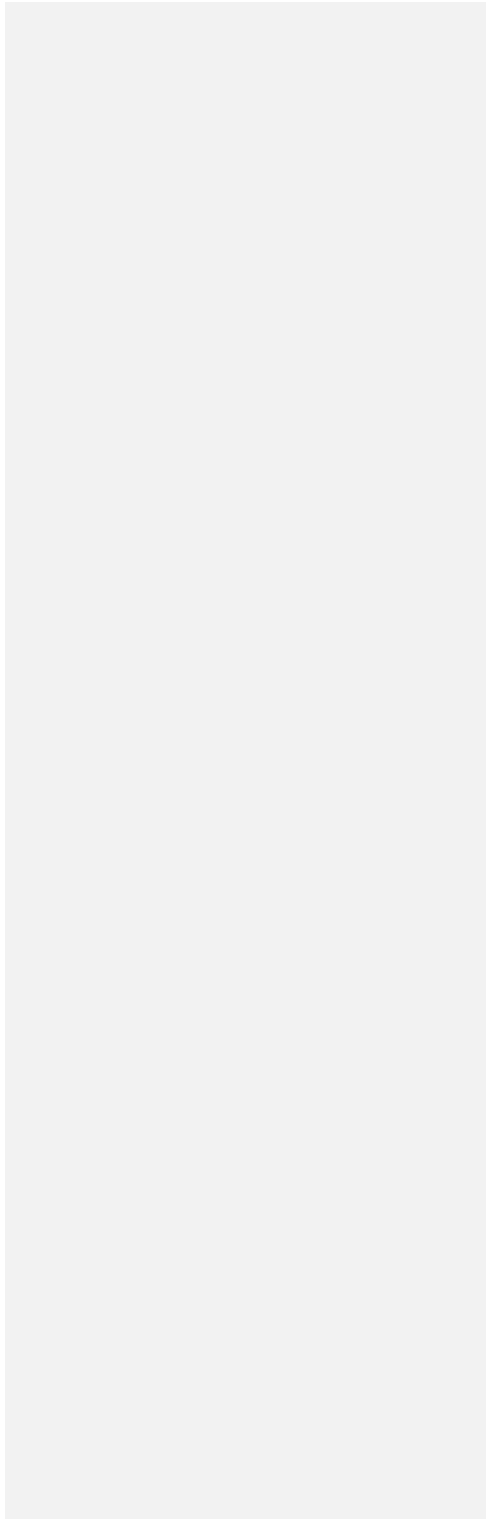
ASSC AUDEO does not respond to oral requests for references. All requests must be in writing, on the prospective employer's official letterhead, and must include signed authorization from the employee allowing ASSC AUDEO to release employment information.

As ASSC 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 ASSC AUDEO are not eligible for reemployment. Reemployment is solely within the discretion of ASSC AUDEO.

prospective employers about you.



Personnel Administration

The Human Resources Administrator is responsible for handling personnel records and related personnel administration functions at [ASSC 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 [ASSC 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 [ASSC 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 [ASSC 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. [ASSC 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.

[ASSC 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 ~~ASSC 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~~ twenty (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. ~~ASSC's 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 ~~ASSC-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 ~~ASSC-AUDEO~~. Employees in these positions are paid monthly based on their placement on ~~AUDEO's~~ ~~ASSC'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, ~~ASSC-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.

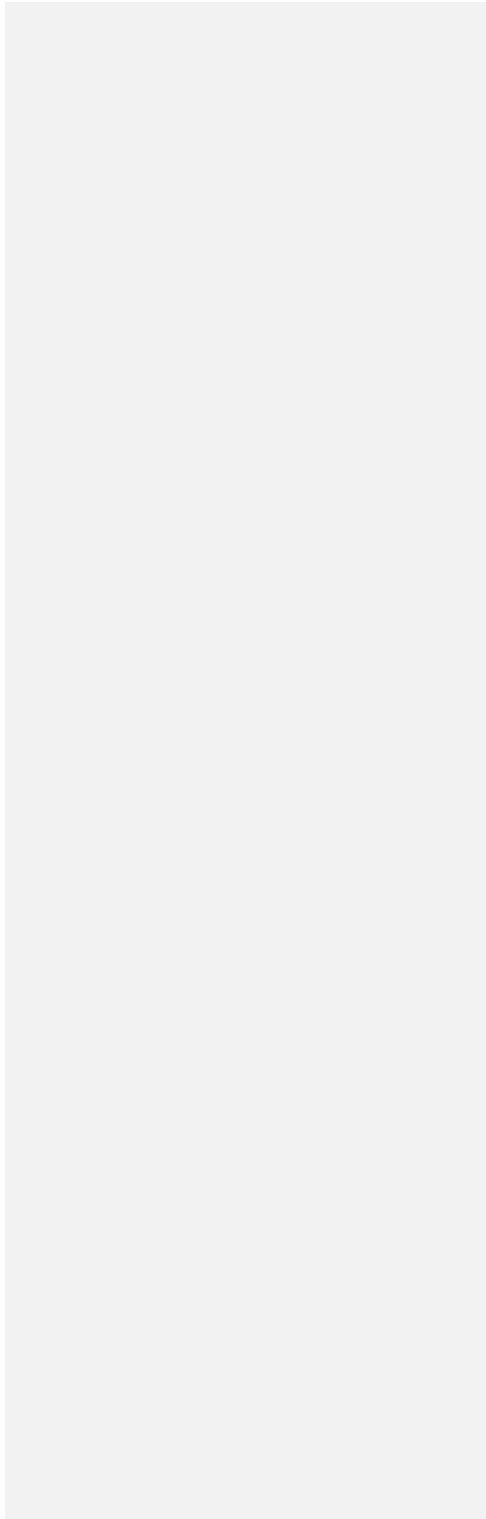
Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. An extension of a temporary position will be evidenced by a written agreement executed by both the temporary employee and the ~~Deputy Superintendent School Services Executive 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 [ASSC’s AUDEO’s](#) official calendar) of the month. Non-exempt monthly employees have bi-monthly pay period wherein pay period one is between the 1st and 15th of the month and pay period two is between the 16th and the last working day of the month. The hourly employees have bi-monthly pay periods wherein pay period one is between the 1st and the 15th of the month and pay period two is between the 16th 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 10th and 26th 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 15th 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 [ASSCAUDEO](#).

Employees are expected to review their salary payments 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 [ASSCAUDEO](#). 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 ~~ASSC 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. Experience credit is allowed only in the original placement on the salary schedule. All creditable experience must be verified by official documents or statements from employers or other disinterested persons before advanced step placement will be made.

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

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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, ~~ASSC 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 ~~ASSCAUDEO~~.
4. STRS/PERS: All eligible employees shall be

enrolled in the appropriate retirement system, and ~~ASSC 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, ~~ASSC 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. ~~ASSC 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, ~~ASSC 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 [Human Resources Administrator](#) ~~Deputy Superintendent~~ ~~School Services Executive Director~~ will discuss the situation with the employee.

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. [ASSC 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 [Deputy Superintendent](#) ~~School Services 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 exceed eight (8) hours in one (1) day or forty (40) hours in a week.

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 ASSC's 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 26th 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 or more 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 5th 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 ASSC 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 or repeated lateness may result in 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.

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. In the event of incapacity to attend work on the designated day, time or tardiness, it is imperative to promptly notify both your immediate supervisor and the Human Resources Office at (858) 678-2038 or attendance@altusschools.net no later than 8:00am. Please provide information detailing your circumstances.~~

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.~~
N~~otifying 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)~~ **five (5)** 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.

~~ASSC 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 ~~ASSC 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,

timesheet to their direct supervisor or designee 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.

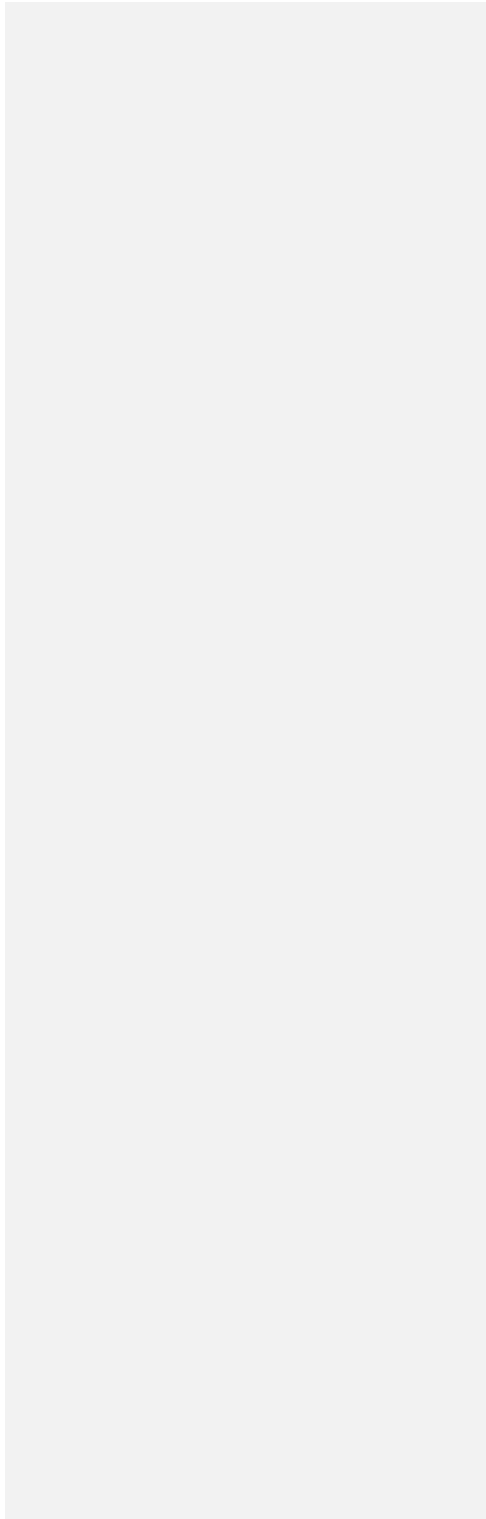
Tampering with another employee’s timesheet is cause for disciplinary action, including possible dismissal, of both employees. Do not falsify another person’s record, or influence anyone else to alter your record for you. In the event of an error in recording your time, please report the matter to your supervisor immediately.

The utilization of resource Center sign-in sheets designated for staff and visitors is crucial for maintaining precise documentation of individuals present on the premises. It is your responsibility to adhere to the protocol by signing in and out accurately, noting the correct time of arrival and departure. It is strictly prohibited for any individual to record the sign-in or sign-out on behalf of another employee Any form of tampering with the sign-in sheet or intentionally documentation inaccurate hours constitutes grounds for disciplinary measures, up to an including termination of employment.

Commented [AES4]: The sick leave law is silent as to whether an employer may require a medical note for days in which the employee has sick leave, but the Labor Commissioner has previously held that employers should not require a note for sick leave. As a result, we have previously taken the position that notes may be required for more than 3 days of absence, because 3 days was the minimum amount of sick leave that was required under state law. That minimum amount has now been updated to 5 days, effective 2024. As a result, I recommend updating this to 5 days as well.

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vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their



Workplace Policies

Lactation Accommodation

remove or alter any notice on the bulletin

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 ~~ASSC 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,

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 [ASSCAUDEO](#). 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 [ASSCAUDEO](#).

Communications with the Press; Other Outside Agencies

From time to time, there may be events at [ASSC 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 [ASSC 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 [and Compliance Officer](#) for approval and coordination.

Computer Software

(Unauthorized Copying)

~~ASSC 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.

~~ASSC AUDEO~~ licenses the use of computer software from a variety of outside companies. ~~AUDEO ASSC~~ 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, midriffs, and/or shoulders, T-shirts, undershirts, jeans, shorts, ~~flip-flops 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 ~~ASSC 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

~~ASSC 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 ASSC AUDEO-time with substantial use of ASSC AUDEO equipment, services or resources; or
3. The intellectual property was commissioned by ASSC-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, ASSCAUDEO, and/or the students and families ASSC AUDEO serves. Such works related to an individual’s job responsibilities, even if he or she is not specifically requested to create them, will be- long to ASSC 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 ASSC 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 re- sources, and the means of network access to such re- sources.

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 ASSC 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 ASSC’s SAUDEO’s intellectual property rights. If ownership rests with- ASSCAUDEO, but AUDEO-ASSC 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, ASSC AUDEO shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

Research Activities

ASSC 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, ASSC 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 ASSC 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.

workforce

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. ~~ASSC AUDEO~~ is not liable for personal injury incurred during the use of school property for personal projects. As an employee of ~~ASSC 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 ~~AUDEOASSC~~. 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 ~~ASSC AUDEO~~ is considered an asset and under the protection of

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 ASSC 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.

Below are some general safety rules:

The Deputy Superintendent School Services 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 Deputy Superintendent School Services Executive Director, within *five (5) working days* after the receipt of the findings.

After review, the Deputy Superintendent School Services 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.

- 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.

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

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

- 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

ASSC 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 Deputy Superintendent School Services 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 [AUDEOASSC](#), 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.

[ASSC AUDEO shall designate essential employees who are required to work and provide services during any pandemic, emergency, or natural disaster.](#)

Telework Policy

Purpose

[Altus Schools Southern California corporation \("ASSC"\) Audeo Charter School corporation](#) recognizes approved teleworking as a work arrangement that may be available to employees who work in certain positions.

[Altus Schools Southern California Audeo Charter School](#) Employee Manual

–This policy details conditions and requirements which apply to all telework assignments in the organization.

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 ~~ASSC 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 ~~Superintendent School Services and Founder 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 ~~ASSCudeo~~'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 telework 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 ~~ASSC AUDEO~~ network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with ~~ASSC's 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 ~~ASSC's 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 ~~ASSC 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 ASSC 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 ASSCAUDEO, 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 Deputy Superintendent School Services 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, ASSC 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 ASSCAUDEO.

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.

ASSC AUDEO may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, ASSC 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 School that telework assignment may continue. .

Staff/Professional Development

The goal of professional development at AUDEO ASSC is to ensure a well-trained and well-rounded staff. AUDEO-ASSC 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 AUDEOASSC. 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.

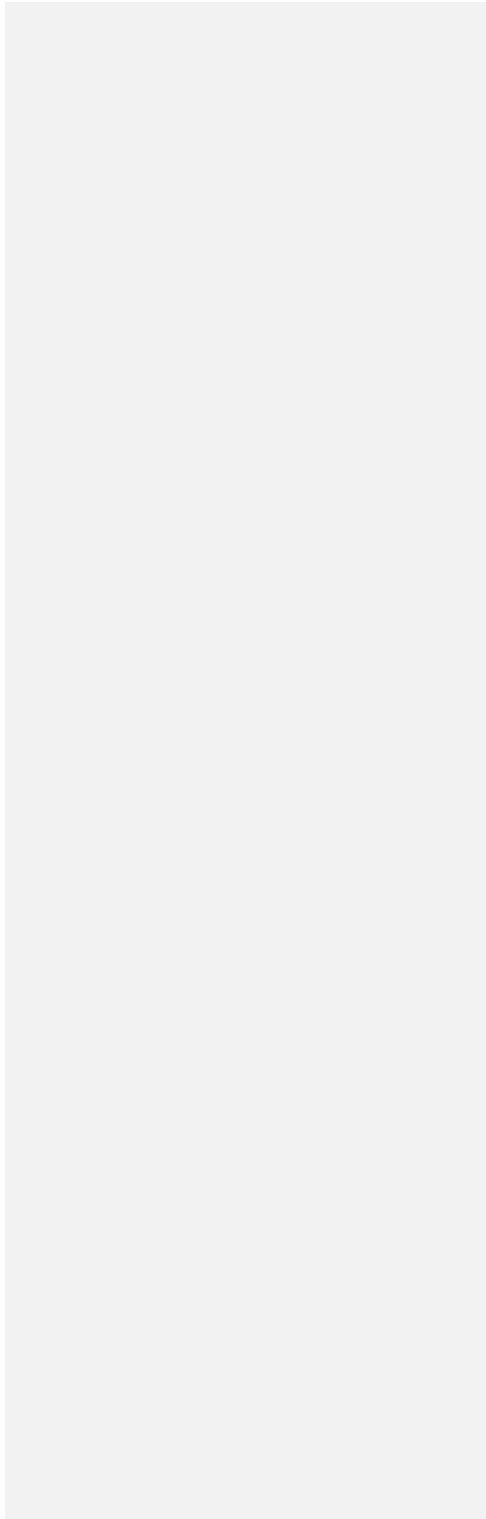
Traffic Violations

Employees are required to obey all traffic laws and shall be expected to operate their vehicles in a safe manner. 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 [ASSCAUDEO](#) 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-ASSC](#) offers a benefits program designed to address the individual and family needs of our employees.

[AUDEO-ASSC](#) 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 [AUDEOASSC](#); and is communicated effectively to promote full understanding and value.

[AUDEO-ASSC](#) 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

[ASSCAUDEO](#) is interested in the health and well-being of both you and your family. [AUDEO-ASSC](#) 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-ASSC](#) has negotiated special discounted rates for employees. Though other options may be adopted by [AUDEOASSC](#), the current list of insurance available includes:

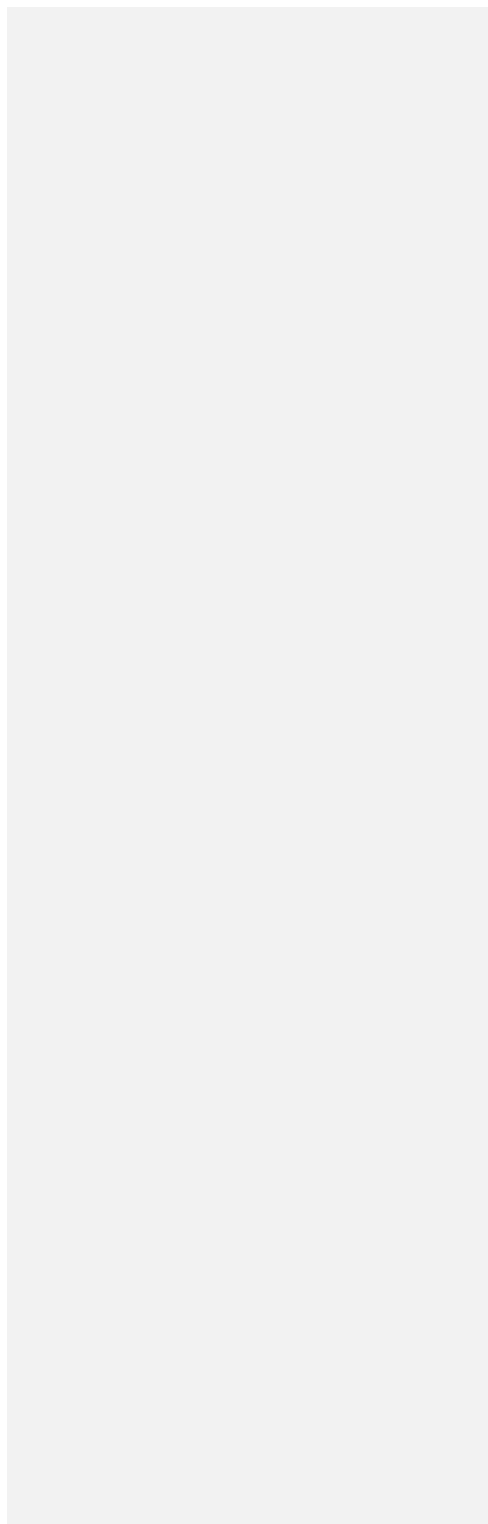
- Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;
- Short & Long Term Disability;
- Flexible Spending Accounts (Section 125);
- Long Term Care;
- Legal Assistance;
- Automobile, Homeowners, and Renter's Insurance;
- Cancer 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.

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-ASSC 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

prior approval from your supervisor.

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 primary objective of our vacation policy is to facilitate essential periods of rest and recreation for our employees. This is designed to provide a necessary respite from work-related pressures. We firmly believe that such periods of rest enhance the overall well-being of our Altus Schools employees, enabling them to return to their respective roles rejuvenated and better equipped to fulfill the responsibilities of their assignments. We encourage all employees to make full use of their vacation entitlements in order to maintain a healthy work-life balance. 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 vacation for each month of service. Entitlement for full year of service is 21 days.

Monthly salaried classified office/ administrative employees

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 Deputy Superintendent School Services 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.

as much advanced notice as possible.

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 in advance, and is subject to the approval of the Deputy Superintendent School Services Executive Director.

Maternity Leave for Birth Mothers

Employees (birth mothers) who have been employed with ASSC 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.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, AUDEO-ASSC 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

Changes in vacation dates must be submitted in writing, and approved in the same manner as the original schedule. AUDEO-ASSC reserves the right to cancel/ change vacation days based on critical and unforeseen needs of AUDEO/ASSC. AUDEO ASSC will make every effort to give the employee

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-ASSC 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.

Paid sick leave is available to all AUDEO ASSC employees (including employees who are still on their Introductory Period) who work at least two (2) hours in a calendar week.

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-ASSC 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)~~ five (5) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to AUDEO-ASSC may be required. AUDEO-ASSC will not tolerate abuse or misuse of sick leave privileges. If AUDEO-ASSC suspects abuse of sick leave, AUDEO-ASSC may require a medical certification from an employee verifying the employee's absence.

Commented [AES5]: I suggest updating this per my previous comment.

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 AUDEOASSC.

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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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~~ ASSC 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 Deputy Superintendent School Services 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 ASSC AUDEO began within one (1) year of termination from the previous school.

Leaves of Absence

Bereavement

All employees who have worked for ASSC for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member. 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. Monthly salaried employees are entitled to pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member. If additional time is required, the employee may request Personal Necessity Leave as described above.

For purposes of this section, immediate covered 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.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee

elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

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

Commented [AES6]: Please note that a recent new law (AB 1949) requires that all employees who have worked for at least 30 days be eligible for bereavement leave. The leave may be unpaid, but employees must be allowed to use PTO.

ASSC's existing bereavement policy provides paid bereavement leave to monthly salaried employees. I have preserved this in the new policy, and have provided that other employees will be eligible for unpaid bereavement time. This would comply with the new law's requirements to provide bereavement to all employees. We can modify the pay structure if desired.

Commented [AES7]: The school's definition of covered family member is slightly broader than what the law requires. The law does not include aunts/uncles or step-parents/children in the definition of covered family member. However, I have left the School's broader definition in place for consistency's sake.

Commented [AES8]: This is a new policy required by CA law. The leave time may be unpaid, but employees must be allowed to use accrued/unused PTO.

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This policy explains how ASSC AUDEO complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require ASSC 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.

or her job (other than a disability caused by pregnancy, childbirth, or

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by ASSCAUDEO 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 ASSC 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

related medical conditions, which is covered by AUDEO's ASSC's separate pregnancy disability policy).

- 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, 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. Employees are limited to one (1) designated person per twelve (12) month period.
 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 twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

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.

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. If using CFRA for "Baby Bonding Leave" the twelve (12) month period immediately preceding the commencement of the day the baby is born and one year after the birth of the child.
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, ASSC's AUDEO's business activity

Commented [AES10]: This language is not quite right. The "12 month period" for determining baby bonding eligibility is the same as other FMLA/CFRA reasons. Specifically, Altus should assess whether the employee has used 12 weeks of leave already in the 12 months preceding the current leave request.

This language that was added appears intended to refer to the requirement that baby bonding leave be used within 1 year of the child's birth/placement. This language is already covered in the policy, above.

"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."

Commented [AES9]: This is within the School's rights under CFRA.

has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days ~~ASSC's~~ ~~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 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-ASSC~~ 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 ~~will be required to~~ may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. ASSC does not participate in State Disability Insurance or Paid Family Leave programs offered through the Employment Development Department ("EDD"), instead for monthly salaried employees, ASSC offers halftime sick leave pay once the accrued paid sick time has been exhausted. Half-Time Sick Leave are as follows:
 - 12-Month Employees : (896 hours) = 112 days
 - 11-Month Employees: (888 hours) = 111 days

~~2.~~ 10-Month Employees: (880 hours) = 110 days

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~~3-4.~~ If an employee has exhausted his/her sick leave and halftime sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

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~~4-5.~~ 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 or partial pay leave began.

Health Benefits

The provisions of ~~AUDEO's~~ ~~ASSC'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-ASSC~~ 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 ASSC~~ 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-ASSC~~ will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

~~AUDEO-ASSC~~ 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

Commented [AES11]: Please note that an employer may not require an employee to use sick leave during CFRA unless it is for the employee's own serious health condition. During baby bonding leave or family caregiving leave, sick leave may only be used with employer/employee consent.

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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/ASSC. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of AUDEO's ASSC's request for certification) may result in denial of the leave request until such certification is provided.
2. AUDEO ASSC 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 ASSC may contact the employee's health care provider to authenticate a certification as needed.
3. If AUDEO ASSC has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, AUDEO ASSC may request a second opinion by a health care provider of its choice (paid for by AUDEO ASSC). If the second opinion differs from the first one, AUDEO ASSC 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 Human Resources Administrator Deputy Superintendent School Services Executive Director. An employee asking for a Request for Leave form will be given a copy of AUDEO's ASSC'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 ASSC'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 ASSC 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-ASSC 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-ASSC 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-ASSC 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-ASSC 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 AUDEOASSC.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without AUDEO's-ASSC's written permission. An employee who accepts such employment without AUDEO's-ASSC's written permission will be deemed to have resigned from employment at AUDEO ASSC.

Pregnancy Disability Leave

This policy explains how AUDEO-ASSC complies with the California Pregnancy Disability Act, which requires AUDEO-ASSC 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-ASSC~~. ~~AUDEO-ASSC~~ 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 or partial pay pregnancy disability leave only until the end of the month in which the unpaid or partial pay leave began.

4. ASSC does not participate in State Disability Insurance or Paid Family Leave programs offered through the Employment Development Department ("EDD"), instead for monthly salaried employees, ASSC offers halftime sick leave pay once the accrued paid sick time has been exhausted. Half-Time Sick Leave are as follows:

- 12-Month Employees: (896 hours) = 112 days
- 11-Month Employees: (888 hours) = 111 days
- 10-Month Employees: (880 hours) = 110 days

Health Benefits

~~AUDEO-ASSC~~ 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-ASSC~~ 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-ASSC~~ 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.

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Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by [AUDEO ASSC](#).
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 [Human Resources Administrator](#) ~~Deputy~~ ~~Superintendent~~ ~~School Services Executive~~ ~~Director~~. An employee asking for a Request for Leave form will be referred to [AUDEO's ASSC'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 ASSC'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 ASSC](#) 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 ASSC](#) 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.

~~6-7.~~ [Pregnancy Disability Leave and Family Medical Leave Act \(FMLA\) will run concurrently as both leaves cover pregnancy-related medical conditions per Gov. Code, § 12945.2\(s\).](#)

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 ASSC](#) 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

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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-ASSC](#) 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-ASSC](#) 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-ASSC](#) 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-ASSC](#).

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without [AUDEO's—ASSC'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-ASSC](#) recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, [AUDEO-ASSC](#) may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by [AUDEO-ASSC](#).

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.

[Altus Schools Southern California Audeo Charter School Employee Manual](#)

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-ASSC](#), 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 [Human Resources Administrator Deputy Superintendent School Services 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 [Human Resources Administrator Deputy Superintendent School Services Executive Director](#); and
- Provide [AUDEO-ASSC](#) 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-ASSC's~~ policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ~~AUDEOASSC~~, 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-ASSC'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 ~~Human Resources Administrator Deputy Superintendent School Services Executive Director~~ and to the individual responsible for reporting to ~~AUDEO's-ASSC'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-ASSC'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-ASSC's~~ approved medical facility before returning to work.
- Any time there is a job-related injury, ~~AUDEO's-ASSC's~~ policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

~~AUDEO-ASSC~~ 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-ASSC~~ 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-ASSC~~ 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 ~~AUDEOASSC~~, 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-ASSC~~ 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-ASSC](#) 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 [Human Resources Administrator Deputy Superintendent School Services Executive Director](#) at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, [AUDEO-ASSC](#) 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 [AUDEOASSC](#), 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-ASSC](#) for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to [AUDEO-ASSC](#) 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-ASSC 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-ASSC 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-ASSC 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-ASSC 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-ASSC 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 [Human Resources Administrator](#) ~~Deputy Superintendent School Services Executive Director~~ thirty (30) days' notice before returning from leave. Whenever AUDEO-ASSC is notified of an employee's intent to return from a leave, AUDEO-ASSC 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 ~~Human Resources Administrator. Deputy Superintendent School Services Executive Director~~.

Internal Complaint Review Policy

The purpose of the “Internal Complaint Review Policy” is to afford all employees of ~~AUDEO-ASSC~~ the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Deputy Superintendent School Services Executive Director or Board Chairperson to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the ASSC’s SAUDEO’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 ~~ASSC 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~~ the Superintendent School Services and Founder, Deputy Superintendent School Services, President/CEO, Executive Director, or Human Resources 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, ASSC 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

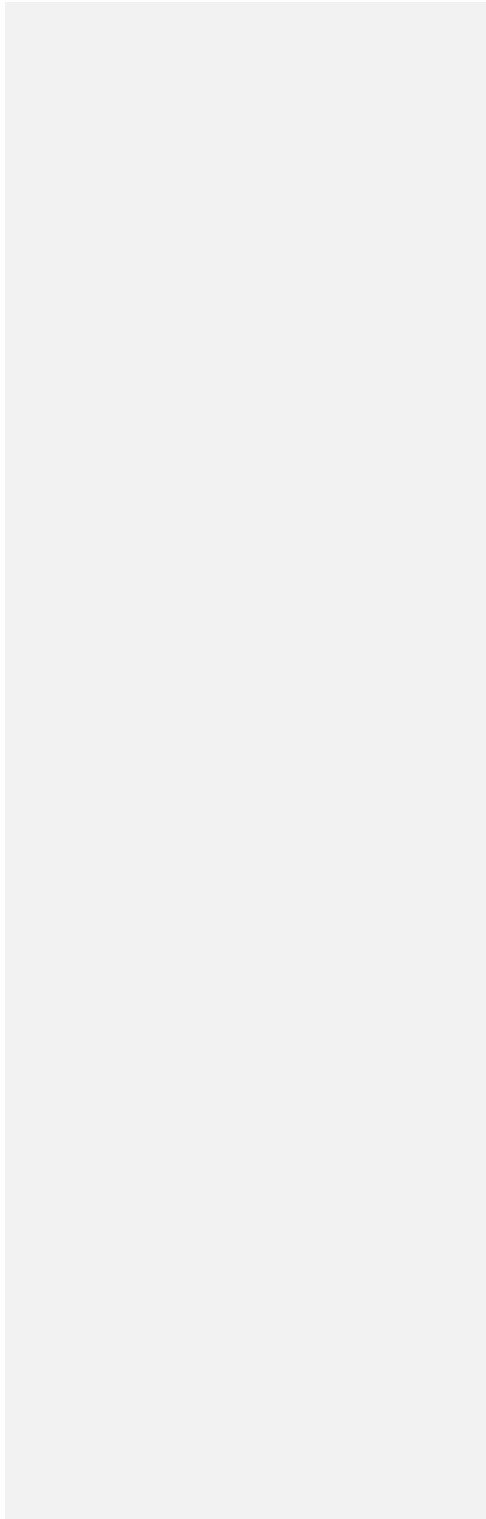
One of ~~AUDEO’s~~ ASSC’s primary goals is to successfully meet its responsibilities to you, our employees, both as individuals, and as contributing members of AUDEOASSC. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make AUDEO—ASSC 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.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an ~~AUDEO-ASSC~~ 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 ~~Deputy Superintendent School Services Executive Director~~ or designee:

- The complainant will bring the matter to the attention of the ~~Deputy Superintendent School Services 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 ~~Deputy Superintendent School Services Executive Director~~ or designee will then investigate the facts and provide a solution or explanation;
- If the complaint is about the ~~Deputy Superintendent School Services Executive Director~~, the complainant may file his or her complaint in a signed writing to the President of ~~AUDEO's ASSC'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-ASSC~~ values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

This section of the policy is for use when a non-employee raises a complaint or concern about an ~~AUDEO-ASSC~~ employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the ~~Deputy Superintendent School Services Executive Director~~ or Board Chairperson (if the complaint concerns the ~~Deputy Superintendent School Services 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 ~~Deputy Superintendent School Services Executive Director~~ (or designee) shall abide by the following process:

- The ~~Deputy Superintendent School Services 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 ~~Deputy Superintendent School Services Executive Director~~ (or designee) finds that a complaint against an employee is valid, the ~~Deputy Superintendent School Services Executive Director~~ (or designee) may take appropriate disciplinary action against the employee. As appropriate, the ~~Deputy Superintendent School Services Executive Director~~ (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The ~~Deputy Superintendent School Services' & 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 ~~Deputy Superintendent School Services Executive Director~~) or the ~~Deputy Superintendent School Services 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 Altus Schools Southern California corporation (“ASSC”) ~~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 ~~ASSC/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/ASSC, you may file this form with the Deputy Superintendent School Services Executive Director or Board Chairperson.

Please review ASSC’s/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-ASSC will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, AUDEO-ASSC will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, AUDEO-ASSC 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-ASSC 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-ASSC will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by AUDEO-ASSC 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?

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 acknowledge that I have read and that I understand the above statements. I hereby authorize AUDEOASSC 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 AUDEOASSC:

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 Altus Schools Southern California corporation ("ASSC")~~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

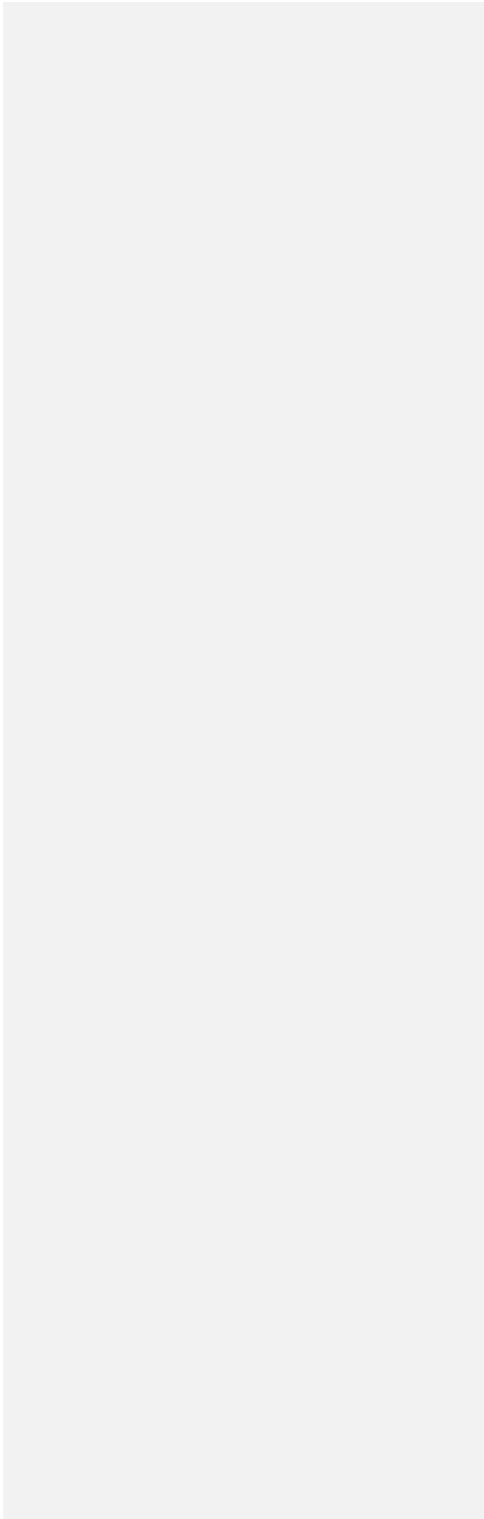
Date

Print Name

To be completed by ASSCAUDEO:

Received by: _____

Date: _____



ASSC 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-ASSC 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.



Altus Schools- SOUTHERN CA

2024-25 Student/Parent Handbook and Policies

Adopted by the Board of Directors for the following schools:

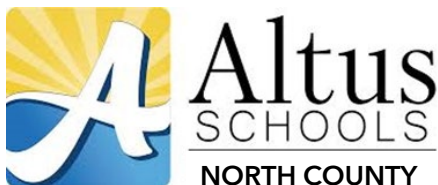


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General Information

Welcome Message

Welcome to
[Altus Schools Southern California](#)
Transforming Lives

You are enrolled in one of the best charter schools in California. [Altus Schools Southern CA operates the following charter schools, hereinafter collectively referred in this handbook to as “Altus Schools” or “Charter School”:-](#)

- [Altus School East County](#)
- [Altus School North County](#)
- [Altus Schools South Bay](#)
- [Audeo Charter School II](#)
- [Audeo Valley Charter School](#)
- [Mirus Secondary School](#)

Our schools have been repeatedly recognized for their quality instructional program and strong operational performance.

Here at [ASECCHARTER 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 [ASECCHARTER SCHOOL](#). 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.

ASECCHARTER SCHOOL 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.

Contact Us

Official School Correspondence:

All correspondence for the school and its staff should be mailed to:

1. Altus Schools East County

111 Fletcher Parkway
El Cajon, CA 92020

2. Altus Schools North County

- 1- 200 E. Via Rancho Parkway, Suite 143
- 2- Escondido, CA 92025

3. Altus Schools South Bay

3252 Bonita Rd.
Chula Vista, CA 91910

4. Audeo Valley Charter School

10170 Huennekens Street27130 Eucalyptus Avenue, Suite A
San DiegoMoreno Valley, CA 92555121

5. Audeo Charter School II

10170 Huennekens Street3821 Plaza Drive, Suite 402
San DiegoOceanside, CA 92056121

6. Mirus Secondary School

14135 Main Street
Hesperia, CA 92345

About Our School

Altus Schools Charter School of San Diego ("ASECCHARTER 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, ASECCHARTER SCHOOL is a school of choice, with open enrollment policies that serve a

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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.

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 [ASEE CHARTER SCHOOL](#).

Focus on Academic Teaching and Learning

Altus Schools East County, Altus Schools North County, Altus Schools South Bay, [Audeo Charter School II](#), [Audeo Valley Charter School](#), and Mirus Secondary School, [Altus Schools North County](#), and [Altus Schools South Bay](#) (“Altus Schools” or “Charter School”) are operated by Altus Schools [San Diego \(“ASSD”\)](#), [Southern California corporation](#) and are solely academic in nature. The schools [consist of 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 [schools’](#) 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”)¹ 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 [the schools’ 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 [ASSD Altus Schools Charter School](#) 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.~~

Holidays and School Breaks

Independence Day	July 4, 2023 2024
Labor Day	September 2, 2024 4, 2023
Veterans Day	November 11, 2024 10, 2023
Thanksgiving Break and Holidays	November 25-29, 2024 20-24, 2023
Winter Break and Holidays	December 23, 2024 – January 6, 2025
	December 18, 2023 – January 1, 2024
Martin Luther King, Jr. Day	January 20, 2025 15, 2024
Presidents’ Day Holiday	February 14 & 17, 2025 16 – 19, 2024
Spring Break	March 31 – April 4, 2025 April 1 – 5, 2024

¹ 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.

Memorial DayMay ~~26, 2025~~ ~~27, 2024~~**Juneteenth**_____ June 19, ~~2025~~ ~~2024~~

Altus Schools are designed for students seeking to receive an individualized, personalized, and rigorous academic experience that demonstrates positive outcomes for every student. Altus Schools have been established to provide a quality education offered by high-level staff in a supportive environment that is solely focused on academic activities.

On June 22, 2023, the [Altus Schools](#) Southern California– Board adopted the Focus on Academics and Learning Policy found on page _____ of the Student & Parent Handbook.

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Instructional Program

Our schools are accredited by the Western Association of Schools and Colleges (“WASC”). At [ASECCHARTER SCHOOL](#), 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 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.

[ASECCHARTER SCHOOL](#) 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.

[ASECCHARTER SCHOOL](#) 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, [ASECCHARTER SCHOOL](#) has many partnerships and alliances to provide community resources for students and their families.

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:

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.

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.

Home/School Partnership

The most important relationship we build is the one between the teacher, student, and the student's family. **ASEC CHARTER SCHOOL** 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 (Full Board Policy)

Approved: September 7, 1995

Amended: May 14, 2008, February 22, 2008, February 22, 2018, February 17, 2021, October 26, 2021, February 28, 2024, ~~June 28, 2024~~ ~~July 26, 2024~~

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The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Independent Study Policy to apply to Altus Schools East ~~County Bay~~, ~~Altus Schools North County~~, ~~Altus Schools South Bay~~, ~~North Bay~~, ~~Audeo Charter School II~~, Audeo Valley ~~Charter School~~, ~~Audeo II~~, and Mirus Secondary School, all hereafter collectively referred to as "Charter School" or "School" or "Altus Schools". The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Section I: Involvement of Parents in the Title I Program

To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

- a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
- b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
- c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.
- d) The School provides parents of participating children with the following:
 1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night

Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.

3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

- a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.
- b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.
- c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions

of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.

- d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.
- e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.
- f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

- a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.
- b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
 1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Attendance, Lessons, and Course Credits

Unlike traditional schools where attendance is measured by being physically present in a classroom, **ASECCHARTER SCHOOL** 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 [ASECCHARTER SCHOOL](#), students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of [ASECCHARTER SCHOOL](#)'s Independent Study Policy is available on the school website.

Year-round School Year

[ASECCHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#) 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.

[ASECCHARTER SCHOOL](#) 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	K-12 English Learners	February-May
Physical Fitness Test (PFT)		Physical Fitness Evaluation	5, 7, 9	February
California	Smarter Balanced	English Language Arts,	3 -8, 11	April-May May-June

Assessment of Student Performance & Progress (CAASPP)		Mathematics		
	California Science Tests (CAST) /California Alternate Assessments (CAA) California Modified Assessment (CMA)	Science	8, 10-12	April-May May June

High School Graduation Options

[ASECCHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#) is dedicated to offering many opportunities for students to succeed.

[ASECCHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#) must complete 42 Semester Credits in grades 9-12. [ASECCHARTER SCHOOL](#)'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.

High School Graduation Course Requirements

English (8 semester credits)	Mathematics (6 semester credits)
4 credits - English 1-4* 2 credits - American Literature* or Honors American	2 credits - Algebra or Integrated Math 1 2 credits - Geometry or Integrated Math 2

Literature* 2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition* *4 years required		2 credits - Intermediate Algebra* or Integrated Math 3 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 - Life Science (Biology*) *2 years required, 3 years recommended		2 credits - World History*, Geography & Economics* 2 credits - US History* or Honors US History* 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)			
Option A: 2 credits - World Language (both semesters must be the same language)	Option B: 2 credits - Visual/Performing Arts	UC/CSU Option: 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)			
Option A: 2 credits - CTE (Career Technical Education)	Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: 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 [ASECCHARTER SCHOOL](#) Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

Admission Requirements and Process

- Student must be enrolled at [ASECCHARTER 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 [ASECCHARTER SCHOOL](#) Option 2 Committee, outlining why this option best meets the needs of this student.
- [ASECCHARTER SCHOOL](#) 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

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)			
Option A: 2 credits - World Language (both semesters must be by the same language)		Option B: 2 credits - Visual/Performing Arts	
CTE/Service Learning/WEE (2 semester credits)			

Option A: 2 credits - CTE (Career Technical Education)	Option B: 2 credits - Service Learning (120 hours total of community service)	Option C: 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. [ASECCHARTER SCHOOL](#) students will be able to take [this web-based exam](#) ~~the HiSET~~ on-site at a [ASECCHARTER SCHOOL](#) resource center, exclusively open to [ASECCHARTER SCHOOL](#) students. ~~It is a web-based exam.~~ If you are interested in this option, please contact your teacher and counselor.

College Admission Requirements

At [ASECCHARTER SCHOOL](#), 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 or 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 - optional	ACT Assessment plus Writing OR SAT Reasoning Test with Critical Reading, Math & Writing - optional

NCAA Eligibility

The NCAA Eligibility Center has launched a new website at 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 [ASECCHARTER SCHOOL](#)-approved accredited school or district outside of [ASECCHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#).

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.

ASECCHARTER SCHOOL 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., 2023-24, 2024-25, 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. **ASECCHARTER SCHOOL** 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 **ASECCHARTER SCHOOL** 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 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 [ASECCHARTER SCHOOL](#) June graduation ceremony.

Pathways: Education with a Purpose

Upon enrollment at [ASECCHARTER SCHOOL](#) 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.

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.

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, ~~and~~ Health & Safety 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 [ASEC CHARTER SCHOOL](#) 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 [ASECCHARTER SCHOOL](#) 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 on the school [website](#).

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.

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 [ASECCHARTER SCHOOL](#) 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

State-mandated assessments will be provided for the following grade levels: Vision Screening (Transitional Kindergarten, Kindergarten, 2nd, 5th, 8th and students with an Individualized Health Plan/IEP), Color Vision (1st grade) and Hearing Screening (Kindergarten, 2nd, 5th, 9th, 10th, 11th and students with an IEP). 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 enrolled in the Charter School may file annually with the Deputy Superintendent School Services of the school in which the student 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) . Thereupon the student shall be exempt from any physical examination, but whenever there is a good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student 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 — regardless of immigration status (foster youth, pregnant, 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/>~~

~~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 (Full Board Policy)

Board Policy: 1756

Approved: June 24, 2022

Amended: June 22, 2023, February 28, 2024; [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Altus Schools East [County Bay](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus 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 written verification from a doctor or immunization clinic of the following immunizations:

Child's Grade	Immunization	Dosage
TK/K-12 ²	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7 th Grade ³	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

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 student 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

² **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses 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. 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.

³ **NOTE:** In order to begin seventh 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 the TK/K-12 grade levels (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), in addition to the seventh 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).

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 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 Deputy Superintendent School Services, 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 Deputy Superintendent School Services or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Deputy Superintendent School Services 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 provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Deputy Superintendent School Services 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 remain valid until the earliest of: 1) the child's enrollment 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>.

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 1st Graders

The State of California law requires a health examination for children entering 1st 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

ASEC CHARTER SCHOOL 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.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6.

The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

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Administration of Medications Policy (Full Board Policy)

~~ASEC staff is responsible for overseeing the administration of medication to students attending ASEC 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 (Full Board Policy)

Board Policy #: 5160

Approved: February 22, 2018

Amended: February 16, 2021, June 22, 2023, February 28, 2024, [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Administration of Medication Policy to apply to [Altus Schools East County](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [Audeo Charter School II](#), ~~[Altus Schools East Bay](#), [South Bay](#), [North Bay](#), [Audeo Charter School II](#)~~, [Audeo Valley Charter School](#), and [Mirus Secondary School](#), hereafter collectively referred to as "Charter School."

Charter School staff is responsible for overseeing the administration of 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 Designated Charter School personnel~~" or "volunteer" means an individual employed by the Charter School who has ~~(1) has~~ consented to ~~assist~~ administer the particular medication or emergency assistance to students individuals as permitted by this policy and ~~(2) may~~ legally ~~assist~~ administer the medication or emergency assistance to students ~~the individual receiving~~

it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the “designated personnel” or “volunteer” must have been designated by Charter School and have received the required training as set forth in this policy.

- “Medication” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- “Epinephrine auto-injector (“Epi-Pen”) means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.
- “Anaphylaxis” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.
- “Opioid antagonist” means naloxone hydrochloride (“NARCAN”) or another drug approved by the federal Food and Drug Administration (“FDA”) that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- “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 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 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 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 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 Charter School and Charter School personnel from civil liability if the self-administering 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 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/Deputy Superintendent of Schools Services \("Deputy Superintendent"\)](#) 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 may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained designated 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) and stored in an accessible location to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School designated 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. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an 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 and shall indicate the location of the Epi-Pens on campus.

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

Commented [MB2]: **New Client Note:** Per EC49414(k), the charter school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of Epi-Pens from a manufacturer or wholesaler.

Commented [MB3]: **New Client Note:** Per EC49414e, Training shall be consistent with the most recent Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration issued by the CDE.

Commented [CF4]: **New Client Note:** Per EC 49414(e)(4), as amended by AB1651. Per this new requirement, we recommended posting a copy of the training materials (i.e., keeping a binder with the training requirements) at the location where the epi pens are stored.

Commented [MB5]: **New Client Note:** Per EC 49414.7(f)(3), as added per AB1283.

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)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the ~~Executive Director~~[Deputy Superintendent](#) if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/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 an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.

- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
- Written materials covering the information required pursuant to the training.

The Deputy Superintendent School Services shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. 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 medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
- The circumstances under which the 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;

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- A protocol for observing the student 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~~ Deputy Superintendent 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;
- 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~~ Deputy Superintendent 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:

1. Student's name.
2. Name of medication the student is required to take.
3. Dose of medication.
4. Method by which the student is required to take the medication.
5. Time the medication is to be taken during the regular school day.
6. Date(s) on which the student is required to take the medication.
7. Authorized health care provider's name and contact information.
8. 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, please see the school website.

California Universal Meals Program and Student Wellness

~~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, 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.~~

~~Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch each school day on which the student is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12).~~

~~Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.~~

Commented [CF6]: **New Client Note:** Ed Code 49501.5(e): The CDE shall review available evidence-based research, studies, and survey findings with school food authorities and school food workers, or their representatives, to make a recommendation for the amount of time that is adequate for a pupil to eat a school meal, including, but not limited to, the steps necessary to ensure that a pupil has adequate time to eat school meals that are served pursuant to this section and examining the role that breakfast in the classroom and other innovative breakfast models can play in supporting adequate time to eat. These recommendations shall be made public on the CDE's internet website on or before June 30, 2025.

Commented [CF7]: **New Client Note:** Pursuant to Ed Code 49501.5 (f), a school district, county office of education, or charter school that offers independent study, pursuant to Article 5.5 (commencing with Section 51744) of Chapter 5 of Part 28, shall meet the requirements of Ed Code 49501.5 for any pupil on any schoolday that the pupil is scheduled for educational activities, as defined in Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility. Pupils who are present during established meal times shall have a nutritionally adequate breakfast and nutritionally adequate lunch made available.

Commented [LA8]: AMANDA - YOU WILL CHECK WITH GREG SORBER ABOUT THE FORM

Commented [LA9]: AMANDA - YOU WILL CHECK WITH GREG SORBER IF THERE IS ONLY ONE FORM

Commented [C10]: **Client note:** This language may be revised to align with the School's program.

Charter school shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Commented [MB11]: **New Client Note:** Per Ed Code 38042 (a)-(c)

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Commented [MB12]: **New Client Note:** Defined per Ed Code section 38040 as a water dispenser accessible to all people in compliance with the federal Americans with Disabilities Act (42 U.S.C. Sec. 12101 et seq.) that dispenses clean drinking water directly into a water bottle or other drinking container.

Charter school shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

Commented [MB13]: **New Client Note:** these requirements are included in Ed Code 38041(b)-(h). Please note that pursuant to Ed Code section 38041(a), **the requirement to have and maintain water bottle filling stations only applies to new construction or modernization projects** submitted to the Division of the State Architect, three months after voters approve a statewide general obligation bond that provides funds for school facilities for kindergarten or any of grades 1 to 12, inclusive, at a statewide election occurring on or after November 1, 2022. (

Student Wellness Policy (Full Board Policy)

Board Policy #1710

Approved: February 22, 2018

Amended: February 16, 2021, June 22, 2023, February 28, 2024, June 26, 2024

Commented [MB14]: **New Client Note:** Pursuant to Ed Code section 38043(b).

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The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Wellness Policy to apply to Altus Schools East County Bay, Altus Schools North County, Altus Schools South Bay, South Bay, North Bay, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively 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—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 website](#).

Commented [LA15]: AMANDA - LET US BE SURE THAT THIS IS POSTED ON THE WEBSITE.

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:

Administrator of Special Education
619-393-2270

The Deputy Superintendent School Services 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 ~~provides~~ ~~provides~~ ~~adequate and nutritious~~ ~~provide adequate and nutritious school~~ meals consistent with the requirements of state law. ~~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. 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.

As long as a student has been provided the maximum of one nutritionally adequate free breakfast meal and one nutritionally adequate free lunch meal free of charge regardless of the student's eligibility for federally funded free or reduced-price meals, the Charter School is not prohibited from selling to the student, the entrée from an additional nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service.

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 Deputy Superintendent School Services 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.

Human Trafficking Prevention (Full Board Policy)

Board Policy: 3172

Approved: May 19, 2021

Amended: March 1, 2023, June 22, 2023, February 28, 2024, [June 26, 2024](#)

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Board of Directors of Altus Schools Southern CA hereby adopts this Human Trafficking Prevention Policy to apply to Altus Schools East ~~County Bay~~, [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School ("Charter 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 pupils and other minors.

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

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also be reached at [\(858\) 249-7018858-678-2050](tel:(858)249-7018858-678-2050). 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 [\(858\) 249-7018858-678-2050](tel:(858)249-7018858-678-2050) 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 [\(858\) 249-7018858-678-2050](tel:(858)249-7018858-678-2050).

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.

Available Nationally:

- 988 Suicide and Crisis Lifeline - 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 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:

[Tim Tuter](#)
[Deputy Superintendent of Schools Services](#)
 (858) 678-2042
ttuter@altuschools.net
[Amanda Akle](#)
 Chief of Staff and Compliance Officer
 (858) 678-4811
Aakle@altuschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the [Compliance Officer](#) Deputy Superintendent School Services.

Other Services/Resources Available

~~ASEC~~ **CHARTER SCHOOL** 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, OR visit the school website.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

Field Code Changed

Commented [MB16]: Client Comment: Required notice pursuant to AB-889. This notice is also required to be posted to the school website.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here.

Field Code Changed

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Commented [CLF17]: New Client Note: Per AB 659/Health and Safety Code 120336.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Emergency Procedures and School Safety Plan

~~ASEC~~CHARTER SCHOOL 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.

~~ASEC~~CHARTER SCHOOL 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 [ASEC CHARTER SCHOOL](#) Comprehensive School Safety Plan is available 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

[Altus Schools](#) Southern CA, which operates Altus Schools East [Bay County](#), [Altus Schools North County](#), [Altus Schools](#) South Bay, ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School (“Charter School”) provides transportation to Charter School activities. Accordingly, 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 Deputy Superintendent School Services.
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 Deputy Superintendent School Services that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Deputy Superintendent School Services may consult with legal counsel as needed.
3. The Deputy Superintendent School Services 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 Deputy Superintendent School Services.

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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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.

Safe Storage of Firearms Annual Notification

California law requires annual notification to parents regarding the legal responsibilities of parents for keeping firearms out of the hands of children. In many instances where children have brought firearms to school nationwide, the child obtained the firearm(s) from their homes. These instances can be prevented by storing firearms in a safe and secure manner, including keeping them securely locked away from the reach and access of children when not in use and storing them separately from ammunition.

The following is a summary of California law regarding the storage of firearms:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (CA Penal Code Sections 25100 through 25125 and 25200-25220).
*Please note that these criminal penalties may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm. (CA Penal Code Section 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (CA Civil Code Section 29805)
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward.(CA Civil Code Section 1714.3)
- Local county or city ordinance may create stricter requirements and/or penalties related to gun storage. For example, San Diego County requires all guns in homes or structures near a home to either be secured with a trigger lock or be locked away in a container. It is the responsibility of parents to inform themselves of these local legal requirements.

Please be aware that any school official who is alerted to or observes any threat or perceived threat must immediately report the threat or perceived threat to law enforcement. “Threat or perceived threat” means “any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.”

Suicide Prevention Policy (Full Board Policy)

Board Policy #: 3191

Adopted/Ratified: June 22, 2017

Amended Dates: October 21, 2020; March 18, 2022, June 22, 2023, February 28, 2024, [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA hereby adopts this policy to apply to Altus Schools East [Bay County](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School (“Charter School”). The Board recognizes

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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.

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 Deputy Superintendent School Services 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. Deputy Superintendent School Services

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~~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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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 Deputy Superintendent School Services, 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 Deputy Superintendent School Services 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~~ 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>“Died by suicide” or “Took their own life”</p>	<p>“Committed suicide” Note: Use of the word “commit” can imply crime/sin</p>
<p>“Attempted suicide”</p>	<p>“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide</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](#)

Limitations on Restraint and Seclusion of Students (Full Board Policy)Disabilities

Policy #3330

Altus Schools Southern CA (which operates Altus Schools East [County Bay](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereinafter collectively “Charter School”) staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

The Governing Board (“Board”) recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual’s life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual’s behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

Definitions

- *“Behavioral restraint”* includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student’s mobility and independent functioning rather than to restrict movement.
- *“Mechanical restraint”* means the use of a device or equipment to restrict a student’s freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.
- *“Physical restraint”* means a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. “Physical restraint” does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. “Physical restraint” also

does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

- *“Prone restraint”* means the application of a behavioral restraint on a student in a facedown position.
- *“Seclusion”* means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

Prohibitions

Charter School staff shall not take any of the following actions:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room.
3. Use a physical restraint technique that obstructs a student’s respiratory airway or impairs a student’s breathing or respiratory capacity, including a technique in which a staff member places pressure on the student’s back or places his/her body weight against the student’s torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student’s face.
5. Place a student in a facedown position with the student’s hands held or restrained behind the student’s back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.
7. Utilize any amount of force that exceeds that which is reasonable and necessary under the circumstances.
8. Administer a drug that is not a standard treatment for a student’s medical or psychiatric condition in order to control the student’s behavior or restrict the student’s freedom of movement.
9. Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
10. Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.

11. Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
12. Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
13. Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
14. Utilize any behavioral intervention that precludes adequate supervision of the individual.
15. Utilize any behavioral intervention that deprives the individual of one or more senses.

Limited Use of Seclusion or Restraint

As stated above, Charter School staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the Charter School ~~Executive Director~~ [Deputy Superintendent Schools Services](#) (“Deputy Superintendent”) or the [Administrator of Instructional Services](#) and/or law enforcement as applicable to the situation.

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student but shall not be made through indirect means such as a security camera or closed-circuit television.

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others.

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student.

~~The Charter School Executive Director shall ensure that whenever possible Charter School staff who have obtained training and certification from a certified physical restraint training agency shall administer physical restraint on students and the administration of a restraint shall be witnessed by at least one (1) adult who does not participate in the restraint.~~

~~Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and Charter School staff shall take steps to seek medical assistance.~~

~~Charter School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student. Following the release of a student from a restraint, the Charter School shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for the student or any student who witnessed the incident.~~

Special Education Reporting Requirements

For students with exceptional needs, the student's parent/guardian or shall be notified within one (1) school day if a restraint or seclusion is used or serious property damage occurs. A behavioral emergency report ("BER") shall immediately be completed and maintained in the student's file.

The BER shall include all of the following:

1. The name and age of the individual with exceptional needs.
2. The setting and location of the incident.
3. The name of the staff or other persons involved.
4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

All BERs shall immediately be forwarded to, and reviewed by, the Charter School ~~Executive Director~~Deputy Superintendent.

If a BER is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), the Charter School ~~Executive Director~~Deputy Superintendent shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the BER, to determine the necessity for a functional behavioral assessment ("FBA"), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both, as applicable. If a BER is written regarding an individual with exceptional needs who has a BIP, and the incident involved a previously unseen serious behavior problem, or a previously designed intervention was ineffective, the IEP team will review the BER and determine if the incident constitutes a need to modify the BIP.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Restraint administered to a student with a disability pursuant to a FBA, IEP, and BIP, developed in accordance with state and federal law to which the Charter School and the student's parents or guardians have agreed, shall be deemed to meet the requirements of these procedures.

Documentation and Website Posting Requirement

The Charter School ~~Executive Director~~ Deputy Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques.

The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an IEP, and all other students. This report shall be submitted to the California Department of Education ("CDE") no later than three (3) months after the end of each school year and shall be available as a public record.

The data collected and reported per the above shall be available as a public record and posted annually on the Charter School's internet website.

Monitoring and Training

Charter School shall continuously monitor the use of restraints and seclusions in an effort to prevent the inappropriate uses of these practices. Charter School shall adhere to the following:

1. Staff who implement BIPs for students with disabilities shall be properly trained, have access to the student's IEP, be knowledgeable about its contents, and understand the responsibilities for implementation.
2. A Behavioral Intervention Case Manager ("BICM") or Board Certified Behavior Analyst ("BCBA") shall train all staff working with a student with an IEP to appropriately implement the student's BIP and appropriate interventions.
3. Only staff trained in emergency interventions may use them.
4. Charter School shall keep a detailed record of the training provided to personnel who may utilize emergency interventions and update the information annually to ensure that personnel qualifications and training comply with Charter School and/or special education local plan area ("SELPA") policies.
5. Prior to contracting with a nonpublic school ("NPS") or a residential treatment center ("RTC") for placement of a student with an IEP, Charter School shall ensure that the NPS or RTC trains staff who will have contact or interaction with students during the schoolday in the use of evidence-based

practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency's student population. If Charter School intends to place a student at a NPS or RTC serving students with significant behavioral needs or who are on behavioral intervention plans, the Charter School will ensure the NPS or RTC has an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions. Charter School shall comply with all other requirements for oversight and monitoring of the NPS or RTC pursuant to AB 1172.

6. If Charter School personnel suspect that improper restraint or seclusion practices have been used, Charter School shall immediately remove the student from the environment and conduct an investigation.

Special Populations

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Education for Homeless Children and Youth Policy (Full Board Policy)

Board Policy #: 1750

Adopted: February 16, 2021

Amended: September 6, 2022, June 22, 2023, February 28, 2024; [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA hereby adopts this Educational for Homeless and Youth Policy to apply to apply to Altus Schools East [Bay County](#), [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School"). 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 Deputy Superintendent School Services 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

The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 necessarily limited to, interscholastic sports. All decisions regarding a homeless student'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.

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 Deputy Superintendent School Services 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, Homeless students have the youth will be permitted right to remain in the their school of origin through following the end termination of the academic year-child's status as a homeless student 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 Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"), Indian custodian⁴ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.~~

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.

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).)

⁴ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. Section 1903 of Title 25 of the United States Code

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 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.

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 or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school 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 and consult with 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 ERH. The consultation shall include all of the following:

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1. ~~Community Colleges~~-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.

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.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

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~~Consult with the student ~~of~~and the ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's

graduation requirements.

2. ~~Inform~~Consult with the student, and the ~~educational rights holder~~ERH 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. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
- ~~3.4.~~ 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~~ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student 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~~Deputy Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student 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 homeless student 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 upon reevaluation, 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 provide written notice to the pupil and the ERH of the pupil's options to:
 - i. 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. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

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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.

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.

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 **at least annually** 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.

Complaints of Noncompliance

[A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.](#)

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Education for Foster and Mobile Youth Policy (Full Board Policy)

Board Policy #: 1752

Adopted: February 16, 2022

Amended: September 6, 2022, June 22, 2023, February 28, 2024; [June 26, 2024](#)**Introduction**

The Board of Directors of Altus Schools Southern CA hereby adopts this Educational for Foster and Mobile Youth Policy to apply to apply to Altus Schools East [Bay County](#), [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus 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 pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 309300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 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.⁵
 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

⁵ 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.

- *“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.~~
- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to 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. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“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-pupil~~ 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
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 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 ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency, and an Indian child’s ERH, tribal social worker and if applicable, county social worker of the student’s expulsion or involuntary removal, and, 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

ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

~~b-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 ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, 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~~WIC 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 in 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster

youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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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 school⁶, 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

⁶ 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.

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.

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~~ newcomer pupils 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, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a ~~student participating in a newcomer program~~ pupil, 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~~ Foster and Mobile 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, 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 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) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is

requested by the youth and the youth 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. 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. 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. 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.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

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 Deputy Superintendent School Services or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) 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, ~~or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school,~~ 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 provide written notice to the pupil and ERH of the pupil's options to:
 - ~~i.iii.~~ provide the pupil with the option to rReceive 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.iv.~~ to sStay 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.

Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education (Full Board Policy)

Board Policy #: 3325

Adopted: February 16, 2021

Amended: June 22, 2023, February 28, 2024; [June 26, 2024](#)

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A. SECTION 504 POLICY

The Board of Directors of Altus Schools Southern CA hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to apply to Altus Schools East ~~County Bay~~, ~~Altus Schools North County~~, ~~Altus Schools South Bay~~, ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and 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"). An impairment need not prevent or severely restrict a major life activity to be considered "substantially limiting."

The Charter School's Deputy Superintendent School Services 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. ~~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:at (619) 393-2270.~~

[Kirsten Ramirez Henderson](#)
[10170 Huennekens Street, San Diego, CA 92121](#)
[\(619\)393-2270](#)
khenderson@altusschools.net

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.)

~~1.~~ 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.

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~~2.~~ ~~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.~~

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~~3.~~ 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.

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~~4.~~ 9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

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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.

11. Information from all sources shall be documented and carefully considered.

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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.

11. A parent, guardian, or Charter School shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or Charter School shall notify the members of the team of the parent's, guardian's, or Charter School's intent to audio record a meeting at least 24 hours before the meeting. If Charter School initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

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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 Deputy Superintendent School Services 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 Deputy Superintendent School Services or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Deputy Superintendent School Services 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 Deputy Superintendent School Services .
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 Deputy Superintendent School Services .
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.

A. 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 Deputy Superintendent School Services 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 ~~Chief of Staff and Compliance Officer~~[Deputy Superintendent](#) 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.

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:

Altus Schools East Bay:

Allison Fleck, School Coordinator at (858) 678-2020.

Audeo II:

Hayley Beaupre, Administrator of Instructional Services at (858) 678-2050.

Altus Schools South Bay:

Allison Fleck, School Coordinator at (858) 678-2020.

Altus Schools North County:

Sharnita Moore, School Coordinator at (858) 678-2050.

Audeo Valley:

Sharnita Moore, School Coordinator at (858) 678-2050.

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.

Key School Policies Student/Family Rights, Conduct Expectations, and Complaint Procedures

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 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 ASEC CHARTER SCHOOL, 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 (Full Board Policy)

~~Technology and access to the internet are part of the learning opportunities available at ASEC. 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 ASEC technology.~~

Student Use of Technology Policy (Full Board Policy)

Board Policy #:3130

Amended: December 11, 2017; February 16, 2022, June 22, 2023, February 28, 2024, [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA, hereby adopts this Student Use of Technology Policy to apply to Altus Schools East ~~County Bay~~, [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as “Charter School.”

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The 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 Deputy Superintendent School Services 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 campus and may have teacher aides, 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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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.⁷ Students are expected to follow safe practices when using Charter School technology.

Charter School 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.

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 Deputy Superintendent School Services or designee shall block access to such sites on Charter School computers with Internet access.

The Deputy Superintendent School Services 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.

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.

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.

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Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 3110

Amended: May 5, 2009; February 16, 2022, December 7, 2022, June 22, 2023, February 28, 2024, [June 26, 2024](#)

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: [Altus Schools East County, Audeo II, Audeo III, Altus Schools North County, Altus Schools South Bay, Audeo Charter School II, Audeo Valley Charter School, Altus Schools East County, and Mirus Secondary School and Altus Schools South Bay](#), (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians⁸ 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 Coordinator's office. Suspended or expelled students shall be

⁸ 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.

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 or 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 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; 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 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 it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it 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.

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.~~

~~h)k~~ Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

~~m)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.

~~n)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.

~~o)n~~ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

~~p)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 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 section, "hazing" does not include athletic events or school-sanctioned events.

4)D) 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.

4)G) 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 in any of grades 4 to 12, inclusive.

4)I) 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 in any of grades 4 to 12, inclusive.

4)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 in any of grades 4 to 12, inclusive.

4)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 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 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 clause, "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 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.

4) 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).

4) 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 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:

- 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.

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 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 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 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 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 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 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 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 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 clause, "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 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.

u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Board of Directors following a hearing before it, or by the neutral and impartial Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student 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 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 Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator 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 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 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~~ Removal Due To Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) [or more](#) 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 [non compliance with independent study requirements](#) ~~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 parents/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 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:

- c. 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;
- d. 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
- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

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 (Full Board Policy)

Board Policy #: 3320

Adopted: February 16, 2022

Amended: June 22, 2023, February 28, 2024, [June 26, 2024](#)

The Governing Board of Altus Schools Southern CA hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Altus Schools East [County Bay](#), [Altus Schools North](#)

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County, Altus Schools South Bay, ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus 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 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.

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.

Non-Discrimination Statement

~~ASEC~~CHARTER SCHOOL is committed to equal opportunity for all individuals in education. ~~ASEC~~CHARTER SCHOOL shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

ASECCHARTER SCHOOL 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.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

ASECCHARTER SCHOOL 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.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including Appendix G – Know Your Rights can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

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).

Commented [MB22]: **NEW Client Note:** This is language pursuant to EC 243(a), newly added by AB1078 (2024).

A complaint pursuant to this section may be filed with the applicable school district, county office of education, or charter school under the Uniform Complaint Procedures (EC 243c)

Commented [MB23]: **NEW Client Note:** The school is required to provide this Appendix G - Know Your Rights information to families pursuant to Education Code section 234.7(d)(1). While there is no specific requirement to provide this information **annually** (you can provide it upon enrollment instead), you may choose to include it here to fulfill the requirement.

~~ASEC~~CHARTER SCHOOL 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.

~~ASEC~~CHARTER SCHOOL 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 ~~ASEC~~CHARTER SCHOOL does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

~~ASEC~~CHARTER SCHOOL 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 ~~ASEC~~CHARTER SCHOOL Uniform Complaint Procedures ("UCP") Compliance Officer:

[Tim Tuter](#)
[Deputy Superintendent Schools Services](#)
[\(858\) 678-2042](#)
[10170 Huennekens Street](#)
[San Diego, CA 92121](#)
[Amanda Akle](#)
[Chief of Staff and Compliance Officer](#)
[\(858\) 678-4811](#)
[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 POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

Policy #
Adopted: June 26, 2024

[This Title IX Policy Prohibiting Discrimination on the Basis of Sex \("Policy"\) contains the policies and grievance procedures of Altus Schools Southern CA, which operates Altus Schools East County, South Bay, North County, Audeo Charter School II, Audeo Valley, and Mirus Secondary School \(hereinafter collectively referred to as "Charter School"\) to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.](#)

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Commented [A24]: Client note - Per AB 34 and 543, this policy 1) must be posted in a prominent and readily accessible location on the School's website; 2) should be included in the School's "regular policy statement"; 3) 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; 4) shall be provided for 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; 5) shall appear in any publication of the institution that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution (i.e., student handbook); and 6) shall be displayed in a prominent location in the main administrative building or other area of the campus or schoolsite where other similar notices/policies are posted.

Please note that in addition to this policy, the School is legally required to have certain Title IX language on the School's website in compliance with Education Code section 221.61 including but not limited to the contact information for the Title IX coordinator, a link to the CDE's Title IX information, the definition of discrimination and harassment based on sex as described in Section 230, and the rights set forth in Section 221.8. We can provide you with some sample language if desired.

A Title IX notice of nondiscrimination must be provided on the School's website and in each handbook, catalog, announcement, bulletin, and application form that the School makes available to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the School, or which are otherwise used in connection with the recruitment of students or employees.

Further, per EC section 231.6, charter schools serving pupils in any of grades 9 through 12, inclusive, shall create a poster that meets specific requirements and notifies pupils of the applicable sexual harassment policy. The poster shall be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. The poster shall display, at a minimum, all of the following:

- (1) The rules and procedures for reporting a charge of sexual harassment.
- (2) The name, phone number, and email address of an appropriate schoolsite official to contact to report a charge of sexual harassment.
- (3) The rights of the reporting pupil, the complainant, and the respondent, and the responsibilities of the schoolsite in accordance with the applicable written

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Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁹ Charter School will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Charter School's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Charter School to provide an aid, benefit, or service under Charter School's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Charter School's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access Charter School's education program or activity;
 - The type, frequency, and duration of the conduct;

⁹ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- The parties' ages, roles within Charter School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Charter School's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, 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 Charter School.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults.
- Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, 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.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- 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 above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Charter School's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Charter School's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Charter School that objectively can be understood as a request for Charter School to investigate and make a determination about alleged sex discrimination.

Commented [A25]: Per 34 CFR 106.2 - a complaint is no longer required to be formal, written, or signed.

Confidential Employee means an employee of Charter School whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Charter School has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Commented [A26]: Client - These "services" are not specified in the regulations. However, the U.S. Dept. of Education's Final Rule implies that they include sharing information about school policies and procedures, providing the contact information for the Coordinator and explaining that the Coordinator can provide supportive measures, referrals to school or community-based resources, and just listening.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Charter School's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Charter School's education program or activity, including measures that are designed to protect the safety of the parties or Charter School's educational environment; or (2) provide support during Charter School's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Tim Tuter
Deputy Superintendent School Services
10170 Huennekens St. San Diego CA 92121
ttuter@altuschools.net
858-678-2042

Commented [A27]: Internal - This section will need to be revised if the School has more than one Coordinator. It must be clear who is the designated Coordinator that will retain ultimate oversight over the School's compliance with Title IX. Might be helpful to call the other Coordinators something different - like "Assistant Title IX Coordinators" just to make it easier to distinguish. Even if there is more than one Coordinator, continue to refer to the one who has ultimate oversight as the "Coordinator" in the policy.

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Charter School's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Deputy Superintendent, 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.

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. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints 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 but is not limited to keeping the identity of the reporter and other personally identifiable information 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 designee on a case-by-case basis.

Retaliation

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 complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Charter School from requiring an employee or other person authorized by Charter School to provide aid, benefit, or service under Charter School's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at Charter School, if any, can be found on the Charter School website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which

Commented [A28]: Client Note – For a complaint of discrimination, bullying, harassment, discrimination or intimidation to fall under the UCP, it must be a written complaint. However, all reports of sex discrimination and harassment must be investigated even if they are oral or outside the UCP timelines, and appropriate action must be taken when necessary according to the results of the investigation.

Commented [A29]: Client - The School is not required to designate any confidential employee. However, licensed social workers, therapists, psychologists, etc. who are employees of the School meet the definition of a confidential employee even if the School hasn't specifically designated them as such.

Commented [A30]: Client - Note this requirement. Please ensure the School's Title IX website posting includes this information. Alternatively, the School can list the contact info for the confidential employees here in this policy. However, that would mean the policy has to be revised and re-adopted whenever those employees change positions.

privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Charter School from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or

designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Charter School's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Human Resources Administrator who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Charter School for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Charter School will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Charter School has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Charter School's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Commented [A31]: Client - We can provide you with a sample of this notice and any of the other notices or documents referenced in this policy.

Commented [A32]: Client - All of the timeframes and many of the requirements for written notices are flexible and can be revised to better align with the School's practices. Please let us know if you would like to revise any of the timeframes or the requirements for written notices.

Charter School allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.¹⁰ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Charter School will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Charter School may dismiss a complaint if:

- Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Charter School's education program or activity and is not employed by Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Charter School will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and

¹⁰ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Charter School policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Charter School;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Commented [A33]: Client - Again, this is strongly recommended. If the complainant and respondent will not be notified of the dismissal in writing, then the notice to the respondent does not need to be simultaneous, and instead can follow promptly after notification to the complainant.

Commented [A34]: Client - If, in the course of an investigation, the School decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the School must provide notice of the additional allegations to the parties whose identities are known.

Commented [A35]: Client - Regardless of any determination on whether to remove a student or employee on an emergency basis, the School still must follow the grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures (e.g., terminations or expulsions) against a respondent. Emergency removal is not a substitute for reaching a determination as to a respondent's responsibility; rather, emergency removal is for the purpose of addressing imminent threats posed to any person's health or safety, which might arise out of the sexual harassment allegations. Emergency removals allow schools to address emergency situations, whether or not a grievance process is underway, provided that the school first undertakes an individualized safety and risk analysis and provides the respondent notice and opportunity to challenge the removal decision.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Charter School to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Charter School will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Commented [A36]: Client - If the School provides a description of the evidence, it will still need to provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Charter School's determination unsatisfactory, the party may, within five (5) business days of notice of Charter School's determination, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Charter School including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Charter School's education program or activity.

No party, witness, or other person participating in Charter School's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Charter School's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Charter School will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Charter School employee handbook.

Commented [A37]: Client - An appeals process for the determination of responsibility is not necessarily required. The appeals process for determinations of responsibility must be at a minimum, the same the school "offers in all other comparable proceedings, if any, including proceedings relating to other discrimination complaints". We have included a sample process here that is consistent with the appeals processes in some of our other template complaint policies. Please ensure the selected appeals process for determinations of responsibility is consistent with the School's appeals process for other comparable proceedings.

Commented [A38]: Client Note: The School may change this reference to an administrator at the School who is in a position above the person making the initial decision as long as it is someone who is trained, was not involved in the investigation or responsible for the initial decision, and does not have a conflict of interest. The School could also use the Board to make the appeal decision, which may ultimately delay the process, but that creates some Brown Act issues and anyone on the Board who has a conflict or who participated in the investigation or initial decision would need to recuse themselves.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Charter School's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Charter School's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(f), which includes rules on disclosures of personal information;
- Provide Charter School's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Charter School leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, 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.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional

actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

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 employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Charter School's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Charter School took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Charter School will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY (Full Board Policy)

Policy #

Adopted: June 26, 2024

Discrimination, 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, Altus School Southern CA, which operates Altus Schools East County, South Bay, North County, Audeo Charter School II, Audeo Valley, and Mirus Secondary School (hereinafter collectively referred to as "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a

Commented [A39]: CLIENT NOTE: Once this Policy is reviewed and approved by the Board, we recommend including the adoption date within the header, above. When this Policy is reviewed and revised thereafter, we recommend including a revision date to assist with version control. Lastly, we recommend assigning a number to this Board Policy (example: Board Policy (BP) 23, Student Policy (SP) 14, etc.).

This Policy is within our sample format, which you may choose to adopt. If not, please ensure that the formatting is changed to align with your existing board policies.

Commented [A40]: Client - This policy is required to be posted on the School's website in a prominent and readily accessible location and posted in school offices, staff lounges and any pupil government meeting rooms per Ed. Code sections 234.1 and 234.6.

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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, 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. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Charter School does business, and all acts of Charter School’s **Board of Directors** (“Board”) in enacting policies and procedures that govern Charter School.¹¹

Charter School 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.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual’s educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

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 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 student¹² 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.

¹¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled “Title IX, Harassment, Intimidation, Discrimination and Bullying Policy.”

¹² “Reasonable student” is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.

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 Charter School.

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 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.

Bullying and Cyberbullying Prevention Procedures

Commented [A41]: CLIENT NOTE: Please note that within the CDE Bullying Policy, cyber bullying: can involve all three types of bullying and takes place using electronic technology. (Pg 2 of the CDE's Bullying Module.)

Commented [A42]: CLIENT NOTE: Education Code section 234.4 doesn't specify the exact bullying prevention procedures that must be adopted by schools. However, since the law requires schools to provide the CDE's bullying module to its staff who interact with students, the bullying prevention procedures developed by the School should be consistent with those outlined in the CDE's online bullying module, which include education and professional development components.

To develop these procedures, we used the CDE's bullying module and Stopbullying.gov–Bullying Training Prevention Center's bullying module, which is also recommended by the CDE and available at:

<https://www.stopbullying.gov/prevention/training-center/index.html>

Please let us know if these proposed procedures do not work for the School logistically or if they are inconsistent with the procedures the School plans to implement. We can work with the School to further tailor the procedures to align with the School's program.

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

- e. To never share passwords, personal data, or private photos online.
- f. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- g. 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.
- h. To consider how it would feel receiving such comments before making comments about others online.

Commented [A43]: CLIENT NOTE: Please ensure the School's technology use policies align with the cyberbullying prevention procedures adopted by the School as part of this policy. If the School doesn't have a technology use policy, we can provide the School with a starting place draft for this policy upon request. These cyber-bullying prevention procedures were developed from the CDE's bullying module.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. 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 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.

Charter School'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.

Commented [A44]: CLIENT NOTE: Teaching students about the difference between appropriate and inappropriate behaviors, how to advocate for themselves and others, and when to go to an adult for help are listed as recommended bullying prevention procedures in the CDE's bullying module. Please ensure the School's bullying prevention education aligns with the procedures adopted by the School in this Policy.

Charter School informs Charter School 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.

Professional Development

Charter School 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 Charter School employees who have regular interaction with students.

Commented [A45]: CLIENT NOTE: The CDE recommends bullying prevention procedures be placed within the parent/student handbook, school safety plan, and the bullying prevention policy. (pg. 12)

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

Commented [A46]: CLIENT NOTE: This is required per Ed. Code section 32283.5 (effective 1/1/19). The CDE's bullying module and online training module are currently located here:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

- [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 Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.](#)

[Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.](#)

[Complaint Procedures](#)

[Scope of the Complaint Procedures](#)

[Charter School 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 they have 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 based on a protected characteristic, 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 Charter School 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.](#)

[Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.](#)

[The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School’s Title IX Policy and UCP is available in the main office.](#)

Commented [A47]: CLIENT NOTE: Per Ed. Code section 218, schools that serve pupils in grades 7 to 12, inclusive, are encouraged to use CDE resources for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils, and strategies to increase support for LGBTQ pupils and thereby improve overall school climate (which are to be updated by July 1, 2021) to provide training at least once every two years to teachers and other certificated employees.

Commented [A48]: Client - These procedures are intended to be consistent with most of our clients’ Internal Complaint/General Complaint Procedures. These specific procedures are not necessarily required. Per Ed. Code section 234.1, the complaint procedures must at a minimum include a timeline to investigate and resolve complaints and an appeal process. Please let us know if you would like to adjust these procedures.

Commented [A49]: CLIENT NOTE: If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the School must assist the complainant in the filing of the complaint.

Commented [A50]: Client - You may adjust this as appropriate to reflect where these policies are kept (e.g., on the school’s website).

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Deputy Superintendent as soon as possible after the incidents giving rise to the report or complaint.

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, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Deputy Superintendent, 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.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

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.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Deputy Superintendent, or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Deputy Superintendent, or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Deputy Superintendent, or designee will not reveal confidential information related to other students or employees.

Commented [A51]: Client - You may change these designations to better align with your program. Please let us know if you want to change these suggested designations so we can assist in revising the policy.

If the complaint is against the Deputy Superintendent, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy (Full Board Policy)

Board Policy: 3361

Approved: February 28, 2018

Amended: February 17, 2021, June 29, 2022, June 22, 2023, February 28, 2024

The Board of Directors of Altus Schools San Diego hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, 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, the 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 campus, 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 twists), 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

Commented [A52]: Client - These designations may be adjusted to better align with your organization. Please let us know if you want to change these designations. If you select a Board member as indicated here, the Board member should be annually appointed/designated as the "Complaint Officer" at the Board's annual training meeting.

Commented [A53]: Client - This appeal right will need to be consistent with any appeal provided for determinations of responsibility in the School's Title IX policy.

Commented [A54]: Client - This designation may be adjusted. Please let us know if you want to change this designation.

Commented [MB55]: Please note that the new Title IX federal regulations were recently released and it looks like a pretty significant overhaul of current procedures. Our office is now in the process of analyzing the revised federal regulations and updating our internal template. We anticipate our new Title IX policy template to be available by mid to late June. I can make a note to provide you with the new template once it's available. Thus, please note that the Title IX Policy currently in this handbook will need to be updated with the new template before the start of the 2024-25 school year

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 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 Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, 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. Charter School 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”):

Amanda Akle
Chief of Staff and Compliance Officer
aaakle@altusschools.net
858-678-4811

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) 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, 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 student, including, but not limited to, an exceptional needs student, 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 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 Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School 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

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- e. To never share passwords, personal data, or private photos online.

- f. ~~To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.~~
- g. ~~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.~~
- h. ~~To consider how it would feel receiving such comments before making comments about others online.~~

~~Charter School informs Charter School employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.~~

~~2. Education~~

~~Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. 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 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.~~

~~Charter School'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.~~

~~Charter School informs Charter School 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~~

~~Charter School 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 Charter School employees who have regular interaction with students.~~

~~Charter School 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 Charter School, 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.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Grievance Procedures

1. Scope of Grievance Procedures

Charter School 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 based on a protected characteristic, 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 Charter School 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.

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, Charter School 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 Title IX Coordinator ("**Coordinator**"):

Amanda Akle Chief of Staff and Compliance Officer aakle@altusschools.net
858-678-4811

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. Charter School 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 Deputy Superintendent School Services, 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 and any person who facilitates an informal resolution process 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 Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School'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. Charter School 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 Charter School 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 the Charter School, 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, 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; and

- A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- Charter School 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 Charter School's policies.
- Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School 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, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School 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.
- Charter School 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. Charter School 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, Charter School 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 all 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 Charter School'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 Charter School policy.
 - Charter School 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 Charter School; or
 - The specific circumstances prevent Charter School 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, Charter School 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.
 - Charter School 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 Charter School'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.

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 Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Superintendent School Services and Founder or Chairperson of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Charter School 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.
- Charter School will notify the other party in writing when an appeal is filed.
- The decision maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) 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.

Charter School 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.

Educational Equity and Immigration Status Policy (Full Board Policy)

Board Policy #: 1754

Adopted: February 16, 2022

Amended: June 22, 2023, February 28, 2024, [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA hereby adopts this Educational Equity and Immigration Status Policy to apply to Altus Schools East [County](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as ("Charter School"). 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

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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:

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- (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.

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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 that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Deputy Superintendent School Services .
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 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 Deputy Superintendent School Services .
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 notes, 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, 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>

Student Freedom of Speech and Expression Policy (Full Board Policy)

Board Policy #:3175

Approved: February 22, 2011

Amended: February 22, 2018; February 16, 2022, June 22, 2023, February 28, 2024, ~~June 26, 2024~~

The Board of Directors of Altus Schools Southern CA hereby adopts this Student Freedom of Speech/Expression Policy to apply to Altus Schools East ~~County Bay~~, [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively 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, 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.

B. 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 Deputy Superintendent School Services or designee at least one (1) school day prior to distribution. The Deputy Superintendent School Services 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 Deputy Superintendent School Services 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).
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 Deputy Superintendent School ~~Services~~ Services),. 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).

C. 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.¹³ 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 Deputy Superintendent School Services .

D. Buttons, Badges, and Other Insignia of Symbolic Expression

¹³ "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.

E. 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.

F. 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.

G. 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.

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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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~~ [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 Deputy Superintendent School Services 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 Deputy Superintendent School Services 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 Deputy Superintendent School ~~Services~~ Services.

Communication

~~ASEC~~CHARTER SCHOOL seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic Parent Square automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all ~~ASEC~~CHARTER SCHOOL 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") (Full Board Policy)

Board Policy #: 1500

Adopted/Ratified: May 5, 2009

Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020; March 1, 2023, February 28, 2024; [June 26, 2024](#)

Altus Schools Southern CA, which operates Altus Schools East ~~County Bay~~, [Altus Schools North County](#), [Altus Schools South Bay](#), ~~North Bay~~, Audeo Charter School II, Audeo Valley Charter School, and 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. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
- (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 or graduation 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, 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 noncompliance regarding child nutrition programs established pursuant to Education Code sections ~~49190-49490~~-49590 no longer fall under the UCP. Instead, they 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 no longer fall under the UCP. Instead, they 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 of Staff and Compliance Officer~~Deputy Superintendent ("COSCO") 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 Deputy Superintendent of Schools Services ("Deputy Superintendent" to be the Compliance Officer ~~the following compliance officer(s)~~ to receive and investigate complaints and to ensure the Charter School's compliance with law:

Tim Tuter

Deputy Superintendent of Schools Services

10170 Huennekens Street

San Diego, CA 92121

(858) 678-2042

Amanda Akle

Chief of Staff and Compliance Officer

10170 Huennekens Street

San Diego, CA 92121

(858) 678-4811

The ~~COSCO~~Deputy Superintendent 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 [Deputy Superintendent-COSCO](#) or designee.

Should a complaint be filed against the [Deputy Superintendent-COSCO](#), the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The [Deputy Superintendent-COSCO](#) 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~~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.

11. A statement that copies of Charter'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 Deputy Superintendent or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Deputy SuperintendentCOSCO

or designee shall be made in writing. The period for filing may be extended by the [Deputy Superintendent-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 [Deputy Superintendent-COSCO](#) 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 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 providing a clear determination for each allegation as to whether the Charter School is in compliance with the relevant law.
3. Corrective actions, if the Charter School finds merit in the complaint and any are warranted or required by law.
4. 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
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 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 all allegations of the complaint, the Charter School's Decision lacks material findings of fact 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 the 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 [COSCO-Deputy Superintendent](#) 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, 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.

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Student Fees Policy (Full Board Policy)

Board Policy #: 1550

Adopted/Ratified: September 11, 2014

Amended: February 16, 2022, June 22, 2023, February 28, 2024, [June 26, 2024](#)

This student fees policy has been adopted by the Board of Directors of Altus Schools Southern CA, Inc. 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 Altus Schools East [County Bay](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary 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 Deputy Superintendent School Services 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.

Education Records and Student Information Policy

Board Policy: 1212

Approved: October 19, 2017,

Amended: June 21, 2018, February 16, 2022, June 22, 2023, February 28, 2024; [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA, a California nonprofit public benefit corporation operating Altus Schools East ~~County Bay~~, [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus 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 Deputy Superintendent School Services. 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 Deputy Superintendent School Services 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 Deputy Superintendent School Services sustains any or all of the allegations, the Deputy Superintendent School Services must order the correction or the removal and destruction of the information. The Deputy Superintendent School Services or designee must then inform the parent or eligible student of the amendment in writing.

If the Deputy Superintendent School Services 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) business 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 Deputy Superintendent School Services 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.

Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by ~~{SCHOOL ABBREVIATION}~~ Altus Schools concerning evaluation of academic work or outcomes of disciplinary proceedings.
- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;
- To be advised by one or more individuals, including counsel at their own expense;
- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;
- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and
- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

Charter School Rights and Responsibilities When a Hearing is Requested

- Charter School shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a Charter School employee, or 2) the Charter School Board of Directors.
- Charter School shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.
- Charter School shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.
- Charter School shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to determine whether particular evidence presented is relevant to the record and issue(s) in question.
- To make their decision solely on the evidence presented at the hearing.

- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Charter School will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. Charter School will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.

~~The Administrator of 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 Deputy Superintendent School Services 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.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (CalPADS¹⁴) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"¹⁵) and will:

¹⁴ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

¹⁵ CCGI an authorized provider of an institutional service to all California local educational agencies and as part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE).

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

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 Deputy Superintendent School Services, or by a majority of a quorum of the Board of Directors at a duly agenda 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. 20202-8520

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.

Professional Boundaries: Staff/Student Interaction Policy

Board Policy #: 1400

Adopted/Ratified: May 5, 2009

Amended Date: March 18, 2022, February 28, 2024, [June 26, 2024](#)

The Board of Directors of Altus Schools Southern CA, Inc. hereby adopts this Staff/Student Interaction Policy to apply to Altus Schools East [County Bay](#), [Altus Schools North County](#), [Altus Schools South Bay](#), [North Bay](#), Audeo Charter School II, Audeo Valley Charter School, and Mirus Secondary School, hereafter collectively referred to as “Charter School.”

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 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 Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Deputy Superintendent School Services 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 Deputy Superintendent School Services 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 ongoing Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

Resource Center and School Volunteer, Visitation, and Removal Policy (Full Policy)

[Policy: 6020](#)

Approved: March 10, 2016

Amended: February 22, 2018, **June 21, 2018**; [June 26, 2024](#)

The Board of Directors of ~~Student Success Programs, Inc.~~ [Altus Schools Southern CA](#) hereby adopts the Resource and School Volunteer, Visitation, and Removal Policy to apply to ~~Altus School East County Bay, Altus Schools North County, Altus Schools South Bay, North County, Audeo II Charter School, Audeo Valley Charter School, and Mirus Secondary School, Audeo Charter School, Charter School of San Diego and Laurel Preparatory Academy,~~ all hereafter collectively referred to as "Charter School."

While Charter School encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Charter School also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the resource center can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Charter School has established the following procedures, to facilitate volunteering and visitations during regular school days:

Definitions

- A "visitor" is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.
- A "volunteer" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the resource center must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with Charter School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Charter School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. ~~2.~~ Volunteering must be arranged with the teacher and ~~Executive Director-Deputy Superintendent~~ or designee, at least forty-eight (48) hours in advance.
4. ~~3.~~ A volunteer may not volunteer in the resource center for more than three (3) hours per month.
5. ~~4.~~ Prior to volunteering in the resource center, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Resource Center volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Resource Center volunteers must follow the instructions provided by the teacher, certificated teacher resource or resource center associate. Resource Center rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. ~~5.~~ Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign an agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
7. ~~6.~~ Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the resource center or at the administrative office as indicated below.
8. ~~7.~~ This Policy does not authorize the Charter School to permit a parent/guardian to volunteer or visit the resource center if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

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~~7.9.~~ Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.

Visitation

1. Visits during school hours should first be arranged with the teacher and ~~Executive Director~~Deputy Superintendent or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during ~~normal operating hours~~non instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a resource center during school hours must first obtain the approval of the teacher and the ~~Executive Director~~Deputy Superintendent or designee.

2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any resource center or school administrative office and building during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the ~~Executive Director~~Deputy Superintendent or designee may design a visible means of identification for visitors while on school premises.

3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCI@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Charter School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

~~45.~~ Except for unusual circumstances, approved by the ~~Executive Director~~Deputy Superintendent the Charter School visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

~~56.~~ While Charter School site, offices, or resource center, visitors are to enter and leave as quietly as possible, not converse with any student, teacher, or other staff unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in

a resource center without the teacher's and ~~Deputy Superintendent~~~~Executive Director~~'s written permission.

~~67.~~ Before leaving the resource center or administrative offices, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main entrance.

Limitations of Volunteering or Visitation

1. ~~7.~~—The ~~Deputy Superintendent~~~~Executive Director~~, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
2. ~~The Deputy Superintendent~~~~Executive Director~~ may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the ~~Executive Director~~~~Deputy Superintendent~~ or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.
3. The ~~Deputy Superintendent~~~~Executive Director~~ or designee may withdraw consent to be on the Charter School facility for up to fourteen (14) calendar days even if the visitor has a right to be on site whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the Charter School's orderly operation. ~~If consent is withdrawn by someone other than the Executive Director, the Executive Director may reinstate consent for the visitor if the Executive Director believes that the person's presence will not constitute a disruption or substantial and material threat to the Charter School orderly operation. Consent can be withdrawn for up to fourteen (14) days. Consent shall be reinstated whenever the ~~Executive Director~~~~Deputy Superintendent~~ has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus.~~
4. The ~~Deputy Superintendent~~~~Executive Director~~ or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave resource center or any Charter School sites. When a visitor is directed to leave, the ~~Executive Director~~~~Deputy Superintendent~~ or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
5. Any visitor that is denied registration or has his/her registration revoked may request a conference with the ~~Executive Director~~~~Deputy Superintendent~~. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the ~~Executive Director~~~~Deputy Superintendent~~ with fourteen (14) days of

the denial or revocation of consent. The ~~Executive Director~~Deputy Superintendent shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the ~~Executive Director~~Deputy Superintendent shall be held within seven (7) days after the ~~Executive Director~~Deputy Superintendent receives the request. If no resolution can be agreed upon, the ~~Executive Director~~Deputy Superintendent shall forward notice of the complaint to the Charter School Board of Directors. The Charter School Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

6. At each entrance to the resource center or administrative offices, signs shall be posted specifying the hours during which registration is required, stating where the office of the ~~Executive Director~~Deputy Superintendent or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
7. The ~~Executive Director~~Deputy Superintendent or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, ~~disruption by a parent, guardian, any visitor whose conduct materially disrupts classwork or other person at a school~~extracurricular activities or ~~school sponsored activity~~involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine ~~of~~ no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to Charter School's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto resource centers or administrative offices or attending school activities for any purpose for a period of up to three (3) years.

Comprehensive Safety Plan



Audeo II
Charter School

SY ~~2023~~2024-2024

2025

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SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Audeo Charter School II.

A "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Audeo Charter School II Office/Resource Centers Information and Street Map

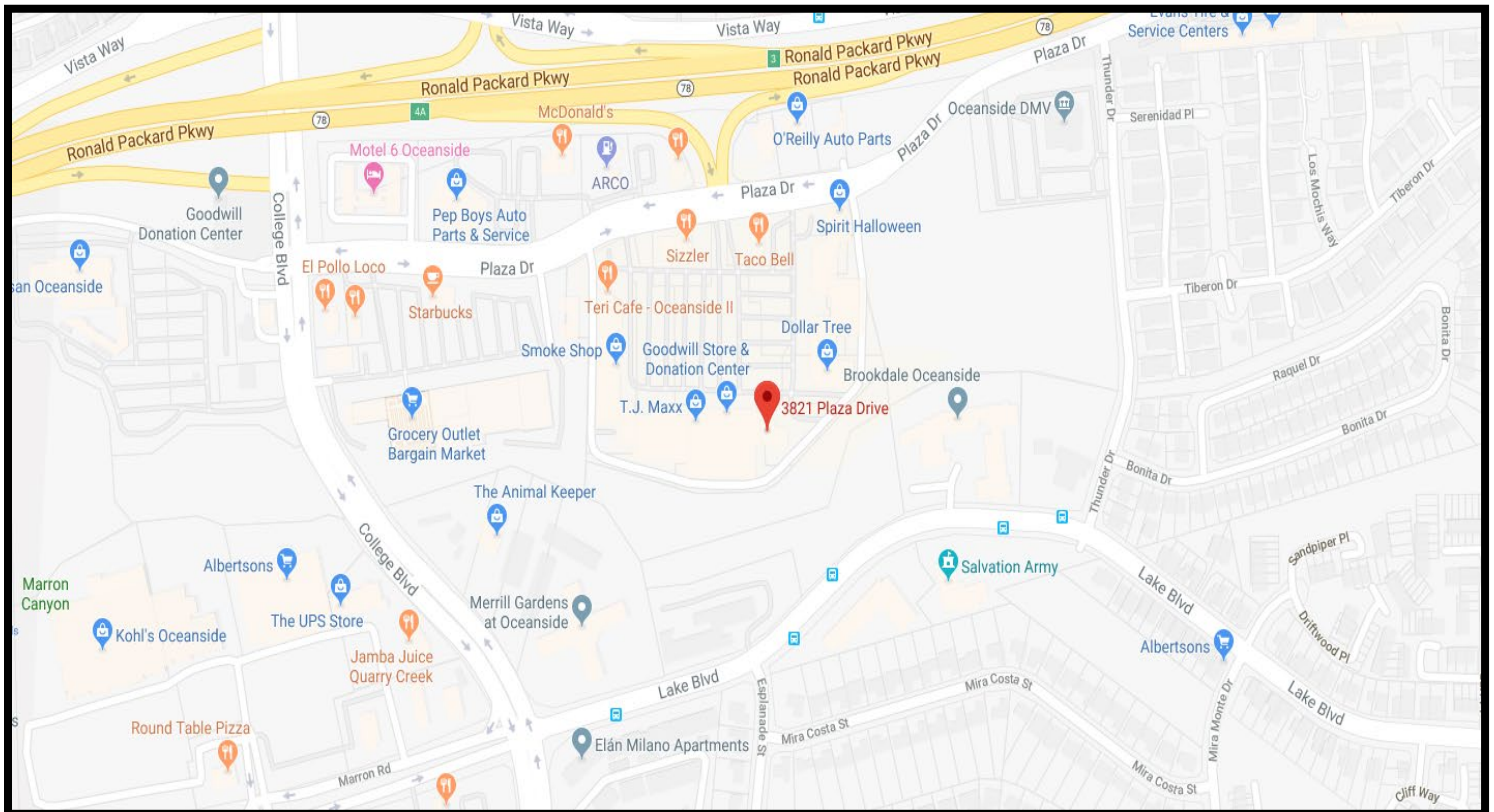
Location

Resource Center (RC)/Office Name: **North Carlsbad/ Carlsbad Administrative Office**

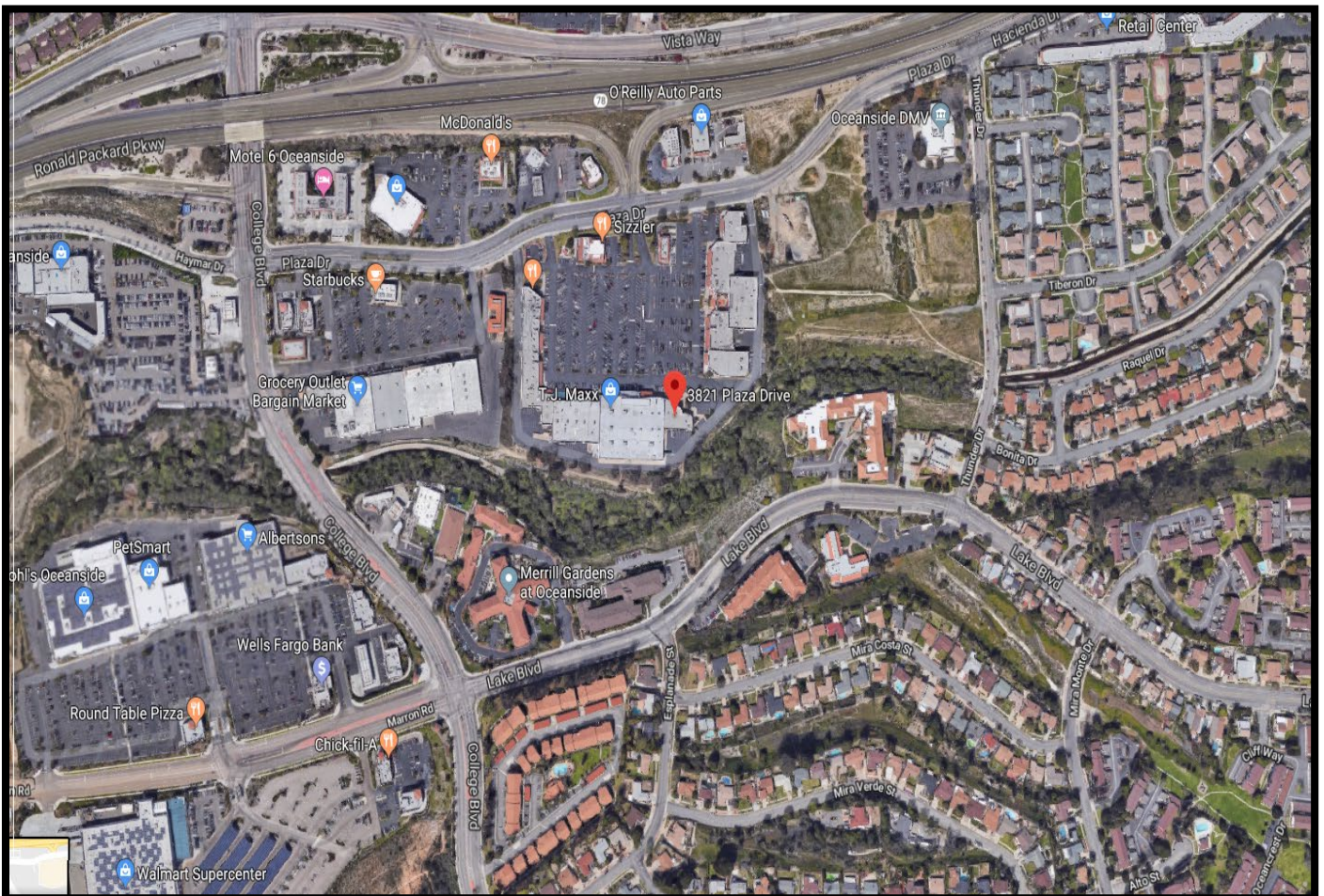
RC/Office Address: 3821 Plaza Dr. #401-402, Oceanside, CA 92056

RC/Office Public Phone Number: 858-678-4800

RC/Office Fax Number: 760-639-6484



North Carlsbad Resource Center/Carlsbad Administrative Office Aerial Map



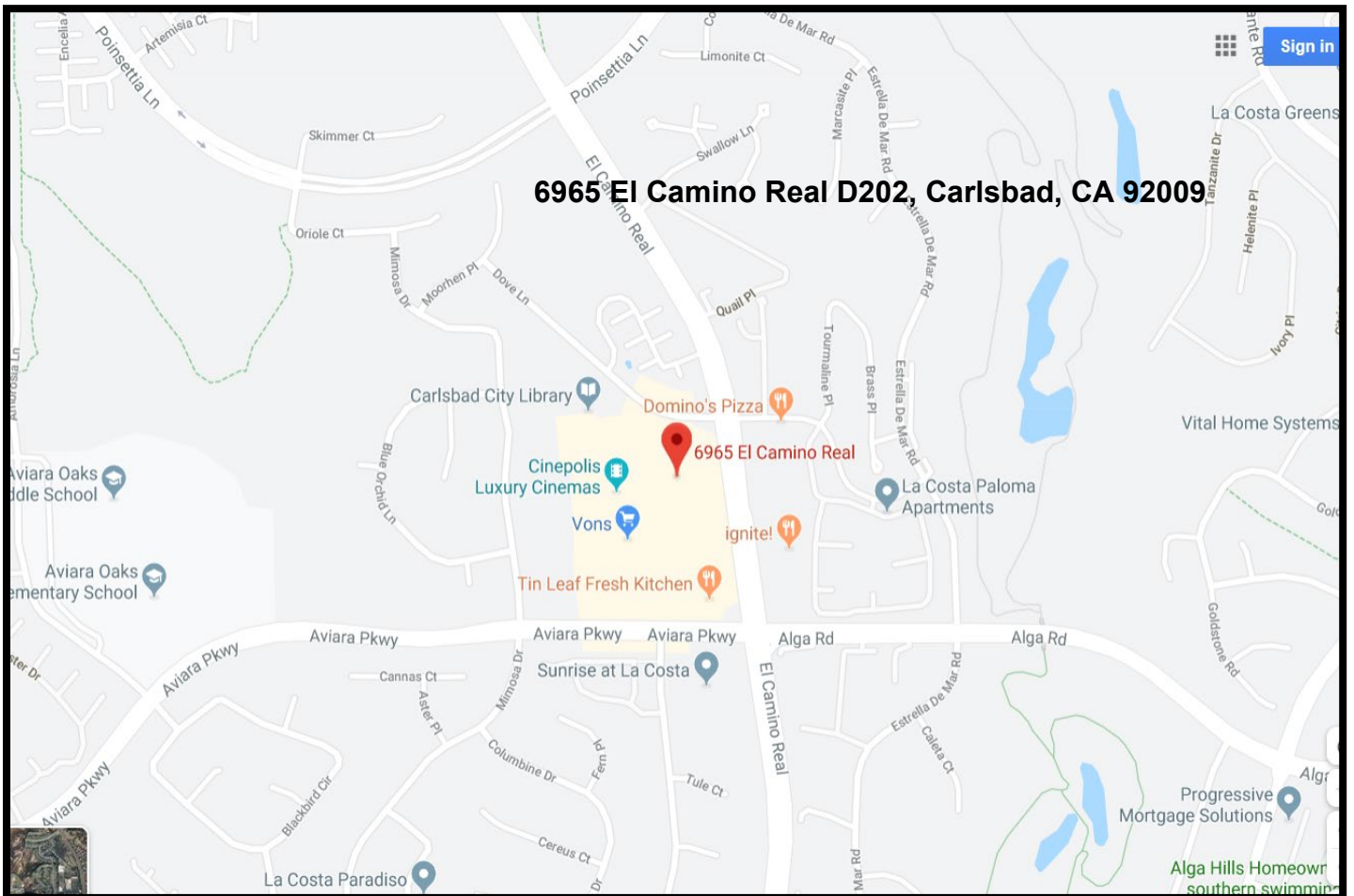
Location

Resource Center (RC) Name: **South Carlsbad**

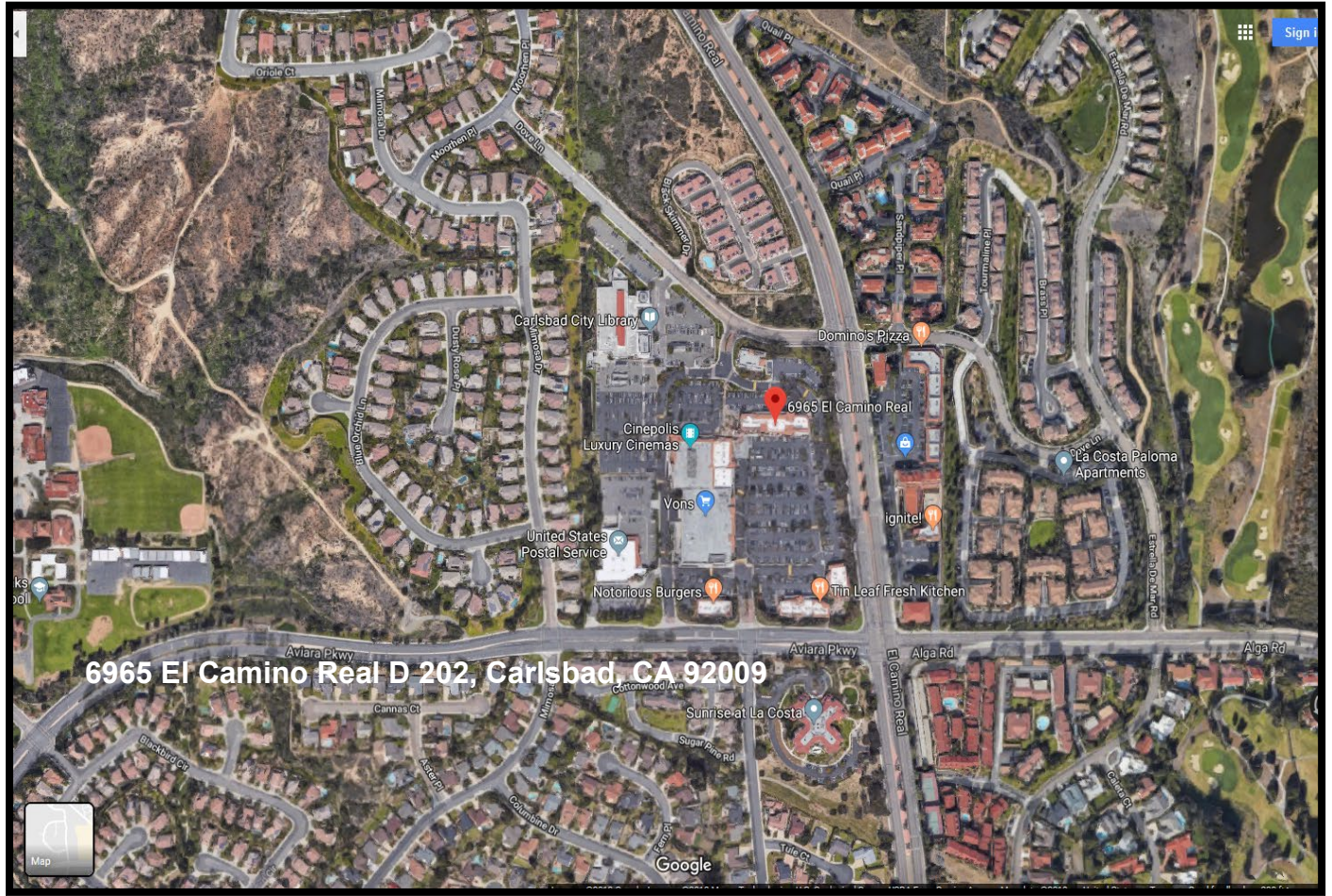
Address: 6965 El Camino Real D202, Carlsbad, CA 92009

RC Public Phone Number: 858-678-4800

RC Fax Number: 760-639-6484



South Carlsbad Resource Center Aerial Map



LOCATION HAZARD ASSESSMENT SUMMARY

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School II the crime data indicates that there have been no incidents of the last two years. Audeo II staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	219	23-24yr	237	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Charter School II adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on complex • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School II. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Business Officer	<i>Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the Administrator of Instructional Services.</i>
Administrator of Instructional Services	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security

- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School II defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School II will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 _____ RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: Administrator of Instructional Services according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information

Example: Describe the situation – clearly and calmly.

Who is involved?

Who's present/at the RC –staff/students/community?

Have the police been called? Have they arrived?

Who else has been notified?

What have you done so far?

Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call

Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. Give students appraisal of situation
Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office
12. Remaining students will be brought to safe area designated by EOT
13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

|

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

<u>Emergency RC Call to Central</u>	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Audeo Charter School II Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

- Superintendent will declare need for emergency action.
- Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.

- Superintendent notifies Audeo Charter School II Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent’s office by e-mail (mbixby@altusschools.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the Certificated Teacher Resource (CTR) and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your Certificated Teacher Resource (CTR) with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. STAY CALM.
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Audeo Charter School II administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Audeo Charter School II to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School II emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Audeo Charter School II Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

EMERGENCY RESPONSES

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- x If imminent risk, call 911.
- x Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).

- x Notify the Administrator of Instructional Services.
- x Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- x If an insect sting, remove stinger immediately.
- x Assess situation and help student/staff member to be comfortable.
- x Move student or adult only for safety reasons.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x If imminent risk, call 911 (always call 911 if using "Epi" pen).
- x Notify nurse/parent or guardian.
- x Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- x Observe for respiratory difficulty.
- x Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- x Keep an "Epi" pen in the school office and notify staff as to location.
- x Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- x Notify Administrator of Instructional Services.
- x Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- x Follow standard student assembly, accounting and reporting procedures.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Initiate **SHELTER IN PLACE**.
- x Shut off HVAC units.
- x Move to central location where windows and doors can be sealed with duct tape.
- x Call 911. Provide location and nature of the emergency and school actions taken.
- x Notify Director of Operations and Technology of the situation.

- x Turn on a battery-powered commercial radio and listen for instructions.
- x Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- x Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- x Notify Administrator of Instructional Services or Safety Ambassador.

- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- x Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- x Follow standard student assembly, accounting and reporting procedures.
- x Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- x Move up-wind from the potential danger.
- x Call 911. Provide exact location and nature of emergency.
- x Designate security team to isolate and restrict access to potentially contaminated areas.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Notify Director of Operations and Technology of the situation.
- x Arrange for immediate psychological counseling for students and staff.
- x Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- x Wash affected areas with soap and water.
- x Immediately remove and contain contaminated clothing
- x Do not use bleach on potentially exposed skins.
- x Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY TELEPHONE:

- x Listen. Do not interrupt caller.
- x Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- x Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- x Notify Safety Ambassador immediately after completing the call.
- x Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- x Note the manner in which the threat was delivered, where it was found and who found it.
- x Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- x Caution students against picking up or touching any strange objects or packages.
- x Notify Administrator of Instructional Services or Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x Call 911.
- x If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the

- bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- x Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
 - x Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
 - x Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
 - x If it is necessary to evacuate the entire school, use the fire alarm.
 - x Notify the Director of Operations and Technology of the situation.
 - x Direct a search team to look for suspicious packages, boxes or foreign objects.
 - x Do not return to the resource center until it has been inspected and determined safe by proper authorities.
 - x Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- x Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- x Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- x If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- x Evacuate students as quickly as possible, using primary or alternate routes.
- x Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.
- x Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@csa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALLER CALLED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Prattle
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-soothed
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breath(s)	<input type="checkbox"/> Static	
<input type="checkbox"/> Hesitant	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> High-pitched	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughing	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal	Other information: _____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Rattled	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify Administrator of Instructional Services.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to Administrator of Instructional Services/Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION**. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to office.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the Administrator of Instructional Services/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.

- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify District Office of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:

Emergency Light:

Computers:

Other:

C. Plan for Loss of Natural Gas

Heat:

Food Service:

Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

- X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify Administrator of Instructional Services/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.

Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
 - X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
 - X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
 - X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
 - X Render first aid as necessary.
 - X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
-
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These*

situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.

2. **Options: Run, Hide or Fight**
 - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

 - b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: "I hear gunfire." "I saw..."
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: "room __"
 - The number of children with you:
- b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.

- *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district’s Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**
 - The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options
 3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

Courses of
Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers are appropriately maintained
- e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONSGoal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the "Wildfire Evacuation Decision Tree" following this section.
- c) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal
 - mandatory evacuation

- shelter-in-place
- resource center closure

d) Consider the following while implementing response action

- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
- Food and water
- Transportation
- Security and Safety
- Communications

e) Contact families to notify of planned course of action

f) Activate school Incident Command Team, as necessary

- Reunification Team

g) Ensure all staff and students are accounted for

h) Ensure that access roads are kept open for emergency vehicles

i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting resource centers/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the School Administrator/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited

Provide information to School Administrator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students

- b) Provide information to district office

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of
Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

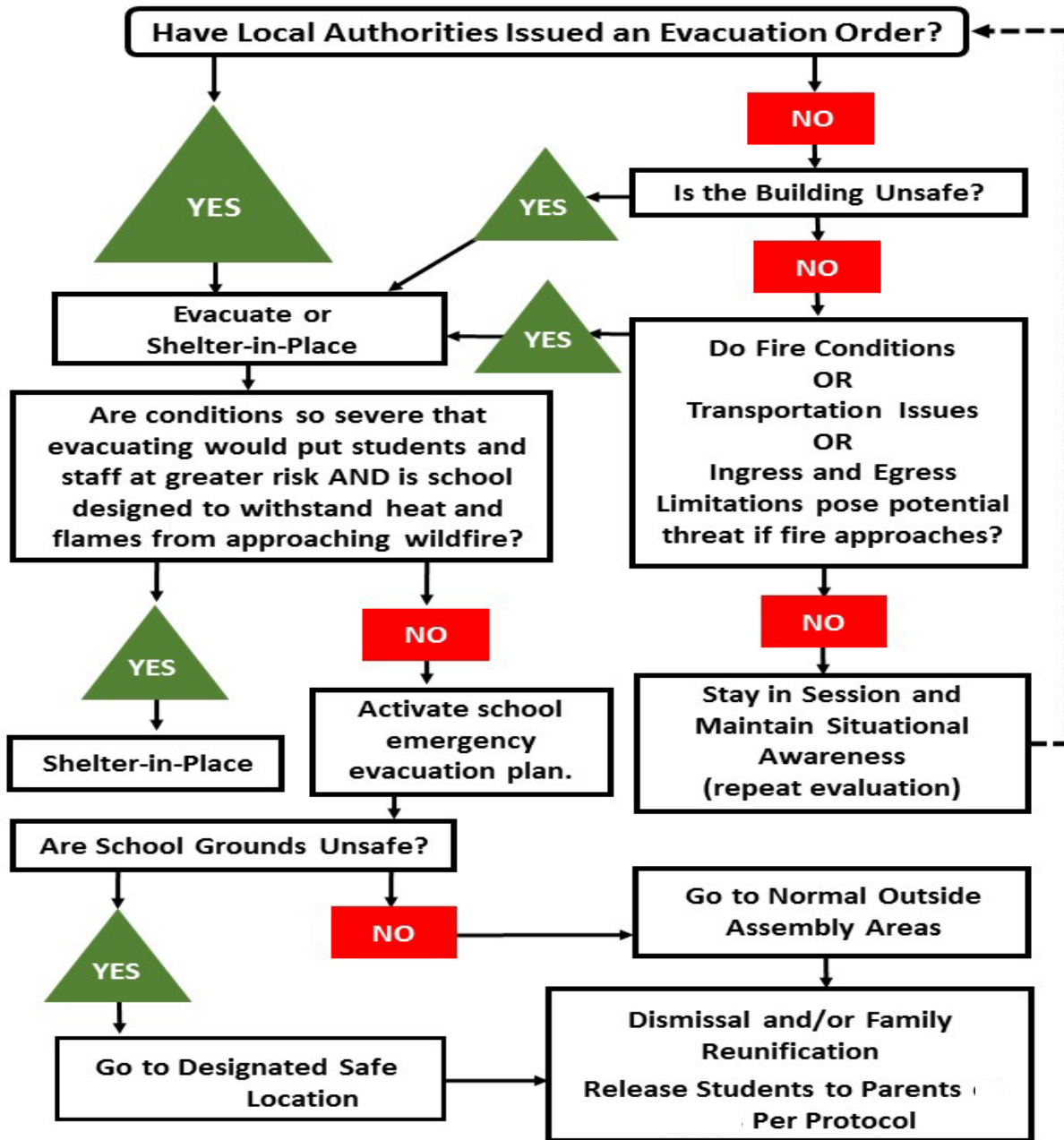
- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Charter School II has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Charter School II's primary goal in the fight against opioids and fentanyl use is prevention. Audeo Charter School II will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher

death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Audeo Charter School II **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
 - Debrief with students and staff present and assess further needs for support.
 - Complete an Accident Report Form.
- Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~ Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~ Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~ Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall

¹ 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

state that the policy and procedures are available on request at the 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 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 or 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 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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.

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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.
- 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 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 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 it 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 it 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 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 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 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 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 clause, "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 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 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 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:

- 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.
- 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 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 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 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 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 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 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 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 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 clause, "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 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.
- u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School

Coordinator 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 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 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 parents/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 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:

- c. 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;
- d. 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

- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Audeo Charter School II Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Audeo Charter School II is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Charter School II shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo Charter School II may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Administrator of Instructional Services at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts 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 vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law Compliance

SY ~~2023~~2024-20242025

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____ Date: _____

Parent: _____ Date: _____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Charter School II students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo Charter School II students and parents to help prepare all Audeo Charter School II students for a safer journey.

1. Every Audeo Charter School II student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.

10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.

11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.

12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Audeo Charter School II staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the Administrator of Instructional Services or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Audeo Charter School II is and will remain a safe place for students and adults.

Audeo Charter School II staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Audeo Charter School II.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School II will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with 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 him/her 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.

Child Abuse Reporting Procedures

All Audeo Charter School II certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Charter School II employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the Administrator of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Administrator of Instructional Services.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

- 1. Fax form to Child Abuse Hotline (858) 467-0412**
- 2. Send the original to Administrator of Instructional Services to place in a confidential locked file.**

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

- 1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111**
- 2. Send a copy to the Administrator of Instructional Services to place in a confidential locked file.**

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California

Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.
- "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a

marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Carlsbad Police	911	760-931-2197
Carlsbad Fire	911	760-931-2141
Carlsbad Water	911	760-438-2722
Oceanside Police	911	760-435-4900
Oceanside Fire	911	760-435-4100
Oceanside Water	911	760-435-4500
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL II:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School II Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo II Administrator of Instructional Services	949-280-9499	858-678-2056 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

- **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
-
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
 - **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
 - **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

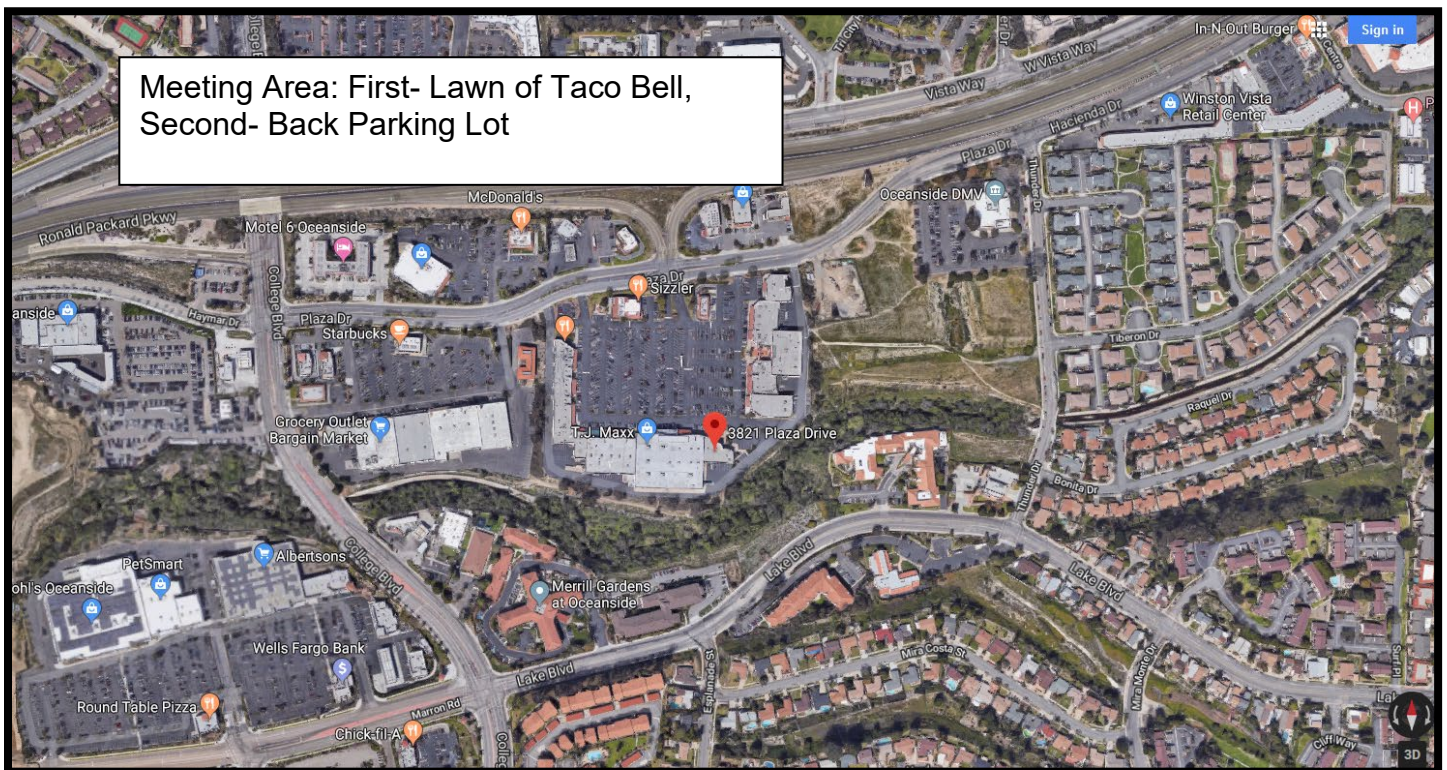
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

North Carlsbad: 3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056














Cross Street: College Blvd.

Meeting Area: First- Lawn of Taco Bell, Second- Back Parking Lot



North Carlsbad Plan

Audeo Charter School II
North Carlsbad Resource Center
 3821 Plaza Drive, Suite 401/402
 Oceanside, CA 92054
 858-678-2050

-  Hardwire Button/
Constant Door Lock
-  Hand Sanitizer
-  Thermo Scan
-  COVID Caddy
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Fire/Life Safety System keypad/equipment
-  Opioid Overdose Kit

1st Emergency Meeting Area
 Exit main door, walk to parking lot in front of Banfield Pet Hospital

2nd Emergency Meeting Area
 Exit main door to the right. Meet in back parking lot.

3rd Emergency Meeting Area
 Exit rear door to the right. Meet behind the Goodwill.

Emergency Contacts
 Angela: 619-757-0028
 Tiffany: 619-788-3491



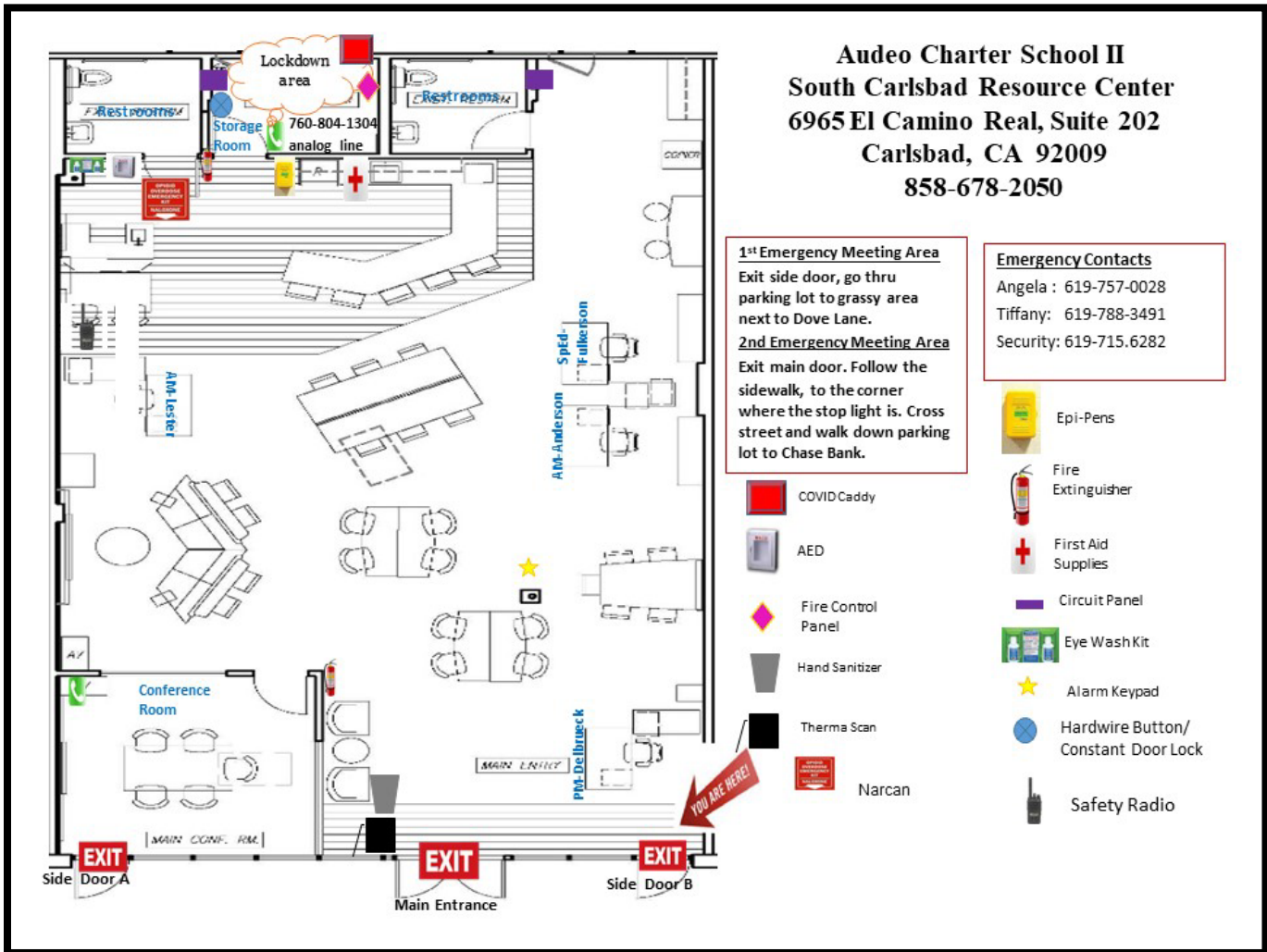
South Carlsbad: 6965 El Camino Real D202, Carlsbad, CA 92009

Cross Streets: Dove Lane and Aviara Parkway

Meeting Area: Grassy area next to Dove Lane then cross parking lot to Chase Bank



South Carlsbad Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

***If an emergency situation near an Audeo Charter School II RC endangers student or staff safety,
Lockdown the Resource Center.***

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **“this is a lockdown”** alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Audeo Charter School II Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Audeo Charter School II Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Where there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

AUDEO CHARTER SCHOOL II EMERGENCY LOCKDOWN SIGN IN SHEET (ALL

persons in RC/building sign in)When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
-------------------------------	---------------------	--

Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of __**

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the Administrator of Instructional Services determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the reunification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the reunification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Administrator of Instructional Services of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.



Fire/Earthquake
Evacuation Drill Report

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
 - See attached for needed items*
 - Reviewed and NO items are needed at this time*

Report prepared by: _____

Signature: _____

Date: _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBPKit)

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains
- Safety Plan and other documents) Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights
- Duct Tape
- Pad of Paper Marker

Science Cart First Aid Kit

- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3
- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost-benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.

5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of

such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The

premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be

used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly “escape” into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is

critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.

- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school’s policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;
 - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:

- The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
5. Create a plan of progression that:
- Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
6. Prepare for logistics of the drill to ensure that:
- Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
7. Develop a communications plan that:
- Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
8. Establish a long-term follow up plan to support sustainability that considers:
- What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

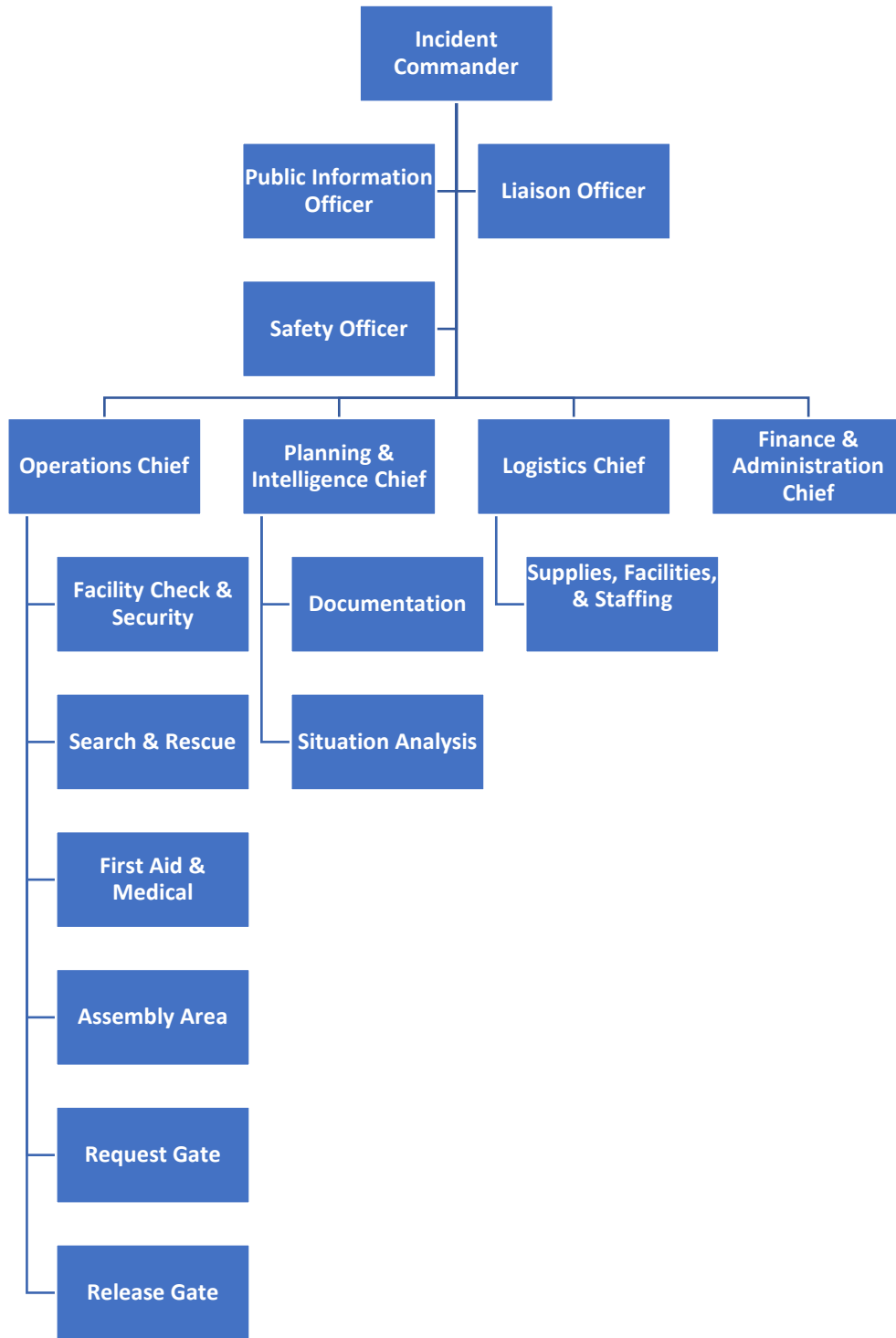
Emergency Plan Roles & Responsibilities

Emergency Plan Roles & Responsibilities

Incident Command Team

Organizational Chart

|



Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Hayley Beaupre
Angela Neri	Facility Check/Security	Hayley Beaupre
Safety Ambassador by Location	Search & Rescue Team Leader	Hayley Beaupre
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	Hayley Beaupre
Safety Ambassadors (per location)	Request Point	Hayley Beaupre
Safety Ambassadors (per location)	Release Point	Hayley Beaupre
Hayley Beaupre	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Develop and communicate revised incident action plans as needed.

- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your RC until the incident has been resolved.

After:

- Authorize deactivation of sections or units when they are no longer required.
- Deactivate the entire emergency response.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Reports To: **Incident Commander**

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command**Position: Public Information Officer****Reports To:** **Incident Commander****Staffing****Characteristics:** **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.****Responsibility:** Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — "Everything's Going to Be OK."
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- Remind school/staff volunteers to refer all questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Reports to: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations**Position: Operations Chief****Reports to:** Incident Commander**Staffing****Characteristics:** The Operations Chief should be a staff member familiar with the school and be trained in response skills.**Responsibility:** The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**Special Equipment:**

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage to the Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, **if gas is leaking**, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.

- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent

unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- Start-Up Activities:**
- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and treatment records.
- Follow categories: Immediate, Delayed, Dead

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations**Position: Assembly Area****Reports to:** Operations Chief**Staffing****Characteristic:** Trained in managing large groups of students**Responsibility:** Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).**Special Equipment:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.

- "Missing"** if student was in school but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics
Position: Logistics Chief

Reports to: **Incident Commander**

Staffing

Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special

Equipment:

- Cargo container or other storage facility with all emergency supplies stored.
- Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special

Equipment:

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Audeo Charter School II

RC/Facility Planning Teams

Safety Ambassadors*

~~2023~~2024-~~2024~~2025

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador
North Carlsbad	Claire Freeman
South Carlsbad	David Delbrueck

|

Comprehensive Safety Plan



~~2023~~2024-

Audeo³
Charter School

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SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Audeo Charter School III.

An "Incident Commander" (with alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to

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be prepared. The proactive actions of individuals during an emergency may very well save another's life.

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SECTION TWO
Audeo Charter School III Office/Resource Center
Information and Street Map

Location

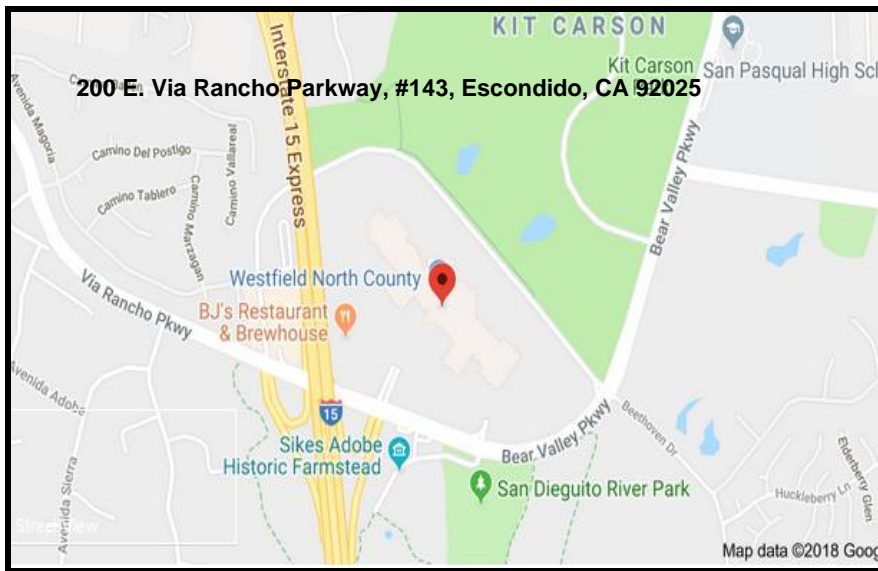
Office/ Resource Center (RC) Name: **Escondido**

RC Address: Westfield Mall - 200 E. Via Rancho Parkway, #143 Escondido, CA 92025

(Near Broken Yolk Restaurant by Westfield Back Entrance)

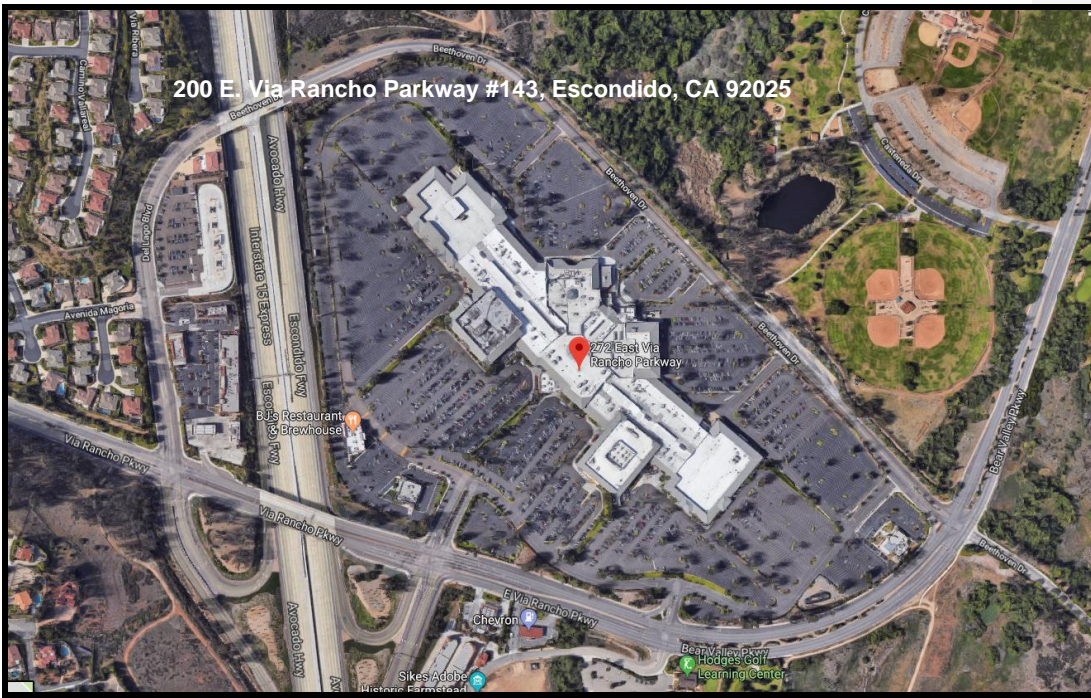
RC Public Phone Number: 858-203-4720

RC Fax Number: 760-639-6484/619-280-8033



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Escondido Resource Center Aerial Map



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Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School III the crime data indicates that there have been no incidents of the last two years. Audeo III staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	111	23-24yr	138	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate

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changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

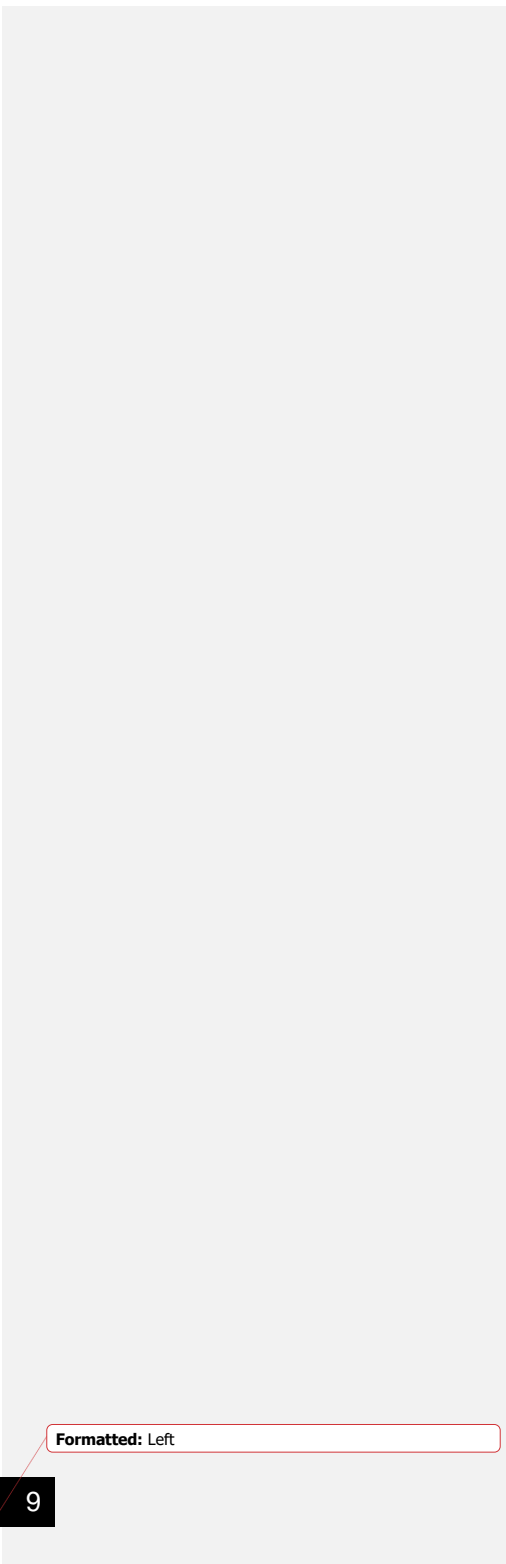
RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Charter School III adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on complex • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

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LOCATION HAZARD ASSESSMENT SUMMARY



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Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School III. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Business Officer	<i>Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication

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- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School III defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School III will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

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Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information

Example: Describe the situation – clearly and calmly.
 Who is involved?
 Who's present/at the RC –staff/students/community?
 Have the police been called? Have they arrived?
 Who else has been notified?
 What have you done so far?
 Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
 Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
6. Give students appraisal of situation
 Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office

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12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Audeo Charter School III Communications Plan is designed to supplement urgent or emergency

	<u>Emergency RC Call to Central</u>
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

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e-mail communications to faculty and staff.

Procedure

- Superintendent will declare need for emergency action.
- Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies Audeo Charter School III Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent’s office by e-mail (mbixby@altusschools.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Via Rancho Parkway, across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.

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- ◆ Tend to the business at hand and keep Central informed. STAY CALM.
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Audeo Charter School III administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Audeo Charter School III to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School III emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

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Tell RC staff to deal with emergency until help arrives. Give them some specific tasks. Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc. After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time. Contact the Audeo Charter School III Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the School Coordinator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.

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- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence

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of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA** **EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

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<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
--	--

PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

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- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

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BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

- 1 Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
- 2 Listen carefully. Be polite and show interest.
- 3 Try to keep the caller talking to learn more information.
- 4 If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
- 5 If your phone has a display, copy the number and/or letters on the window display.
- 6 Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
- 7 Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@dsa.dhs.gov



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BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALLED FROM: _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Prattle
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clean	
<input type="checkbox"/> Deep breathless	<input type="checkbox"/> Stalk	
<input type="checkbox"/> Dialectical	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Upp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> nasal	Other Information:	
<input type="checkbox"/> normal	_____	
<input type="checkbox"/> ragged	_____	
<input type="checkbox"/> rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Sturred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

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EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

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EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

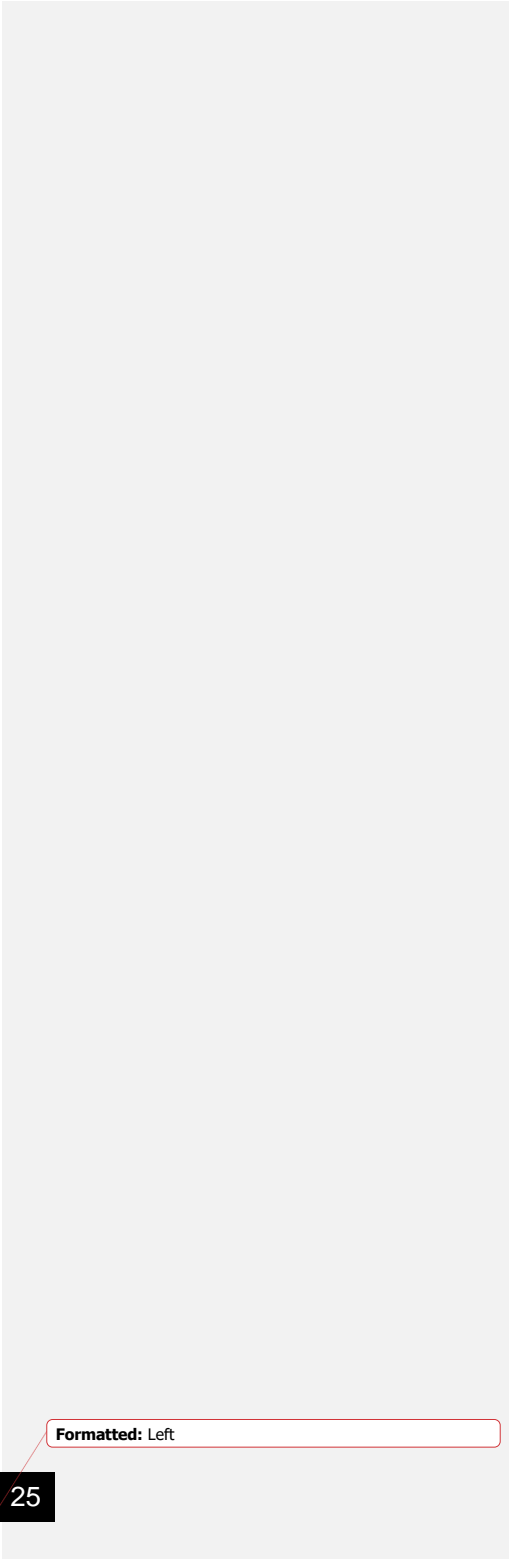
STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

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EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

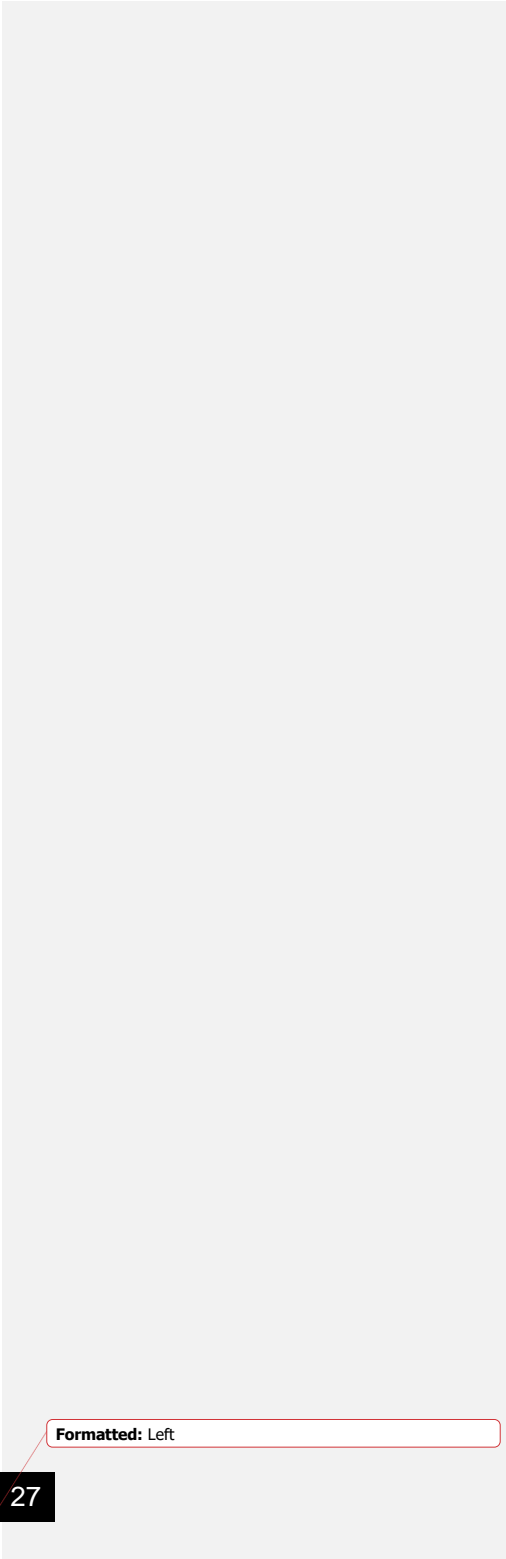
SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION**. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to office.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

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EMERGENCY RESPONSE: **HOSTAGE SITUATION**

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

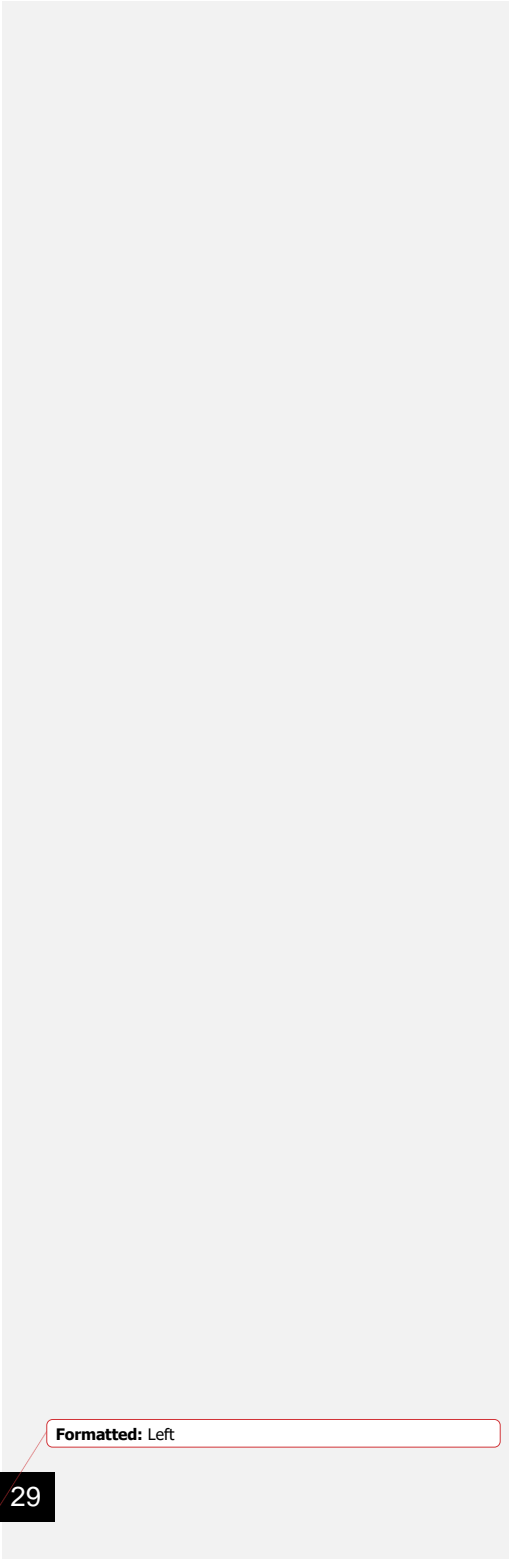
SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the School Coordinator/Safety Ambassador.
- X Account for all students.

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EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

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- X Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify District Office of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
 Drinking Water:
 Food Service:
 Fire Suppression:
 Other:

B. Plan for Loss of Electricity

Ventilation:
 Emergency Light:
 Computers:
 Other:

C. Plan for Loss of Natural Gas

Heat:
 Food Service:

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Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

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STAFF ACTIONS:

- X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.

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- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

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- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.

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- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly.* Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.

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- sense any other indication of active shooter / armed assailant threat.
- b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
- c. **Be decisive.** Communicate your plan to your students and act quickly.
- d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
- Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - **Adults:** Warn them and take them with if you can but don't stop if they refuse to come.
 - **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.

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- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
- State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

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- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*

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- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district’s Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.
- **Emergency Area Reunification**
 - The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

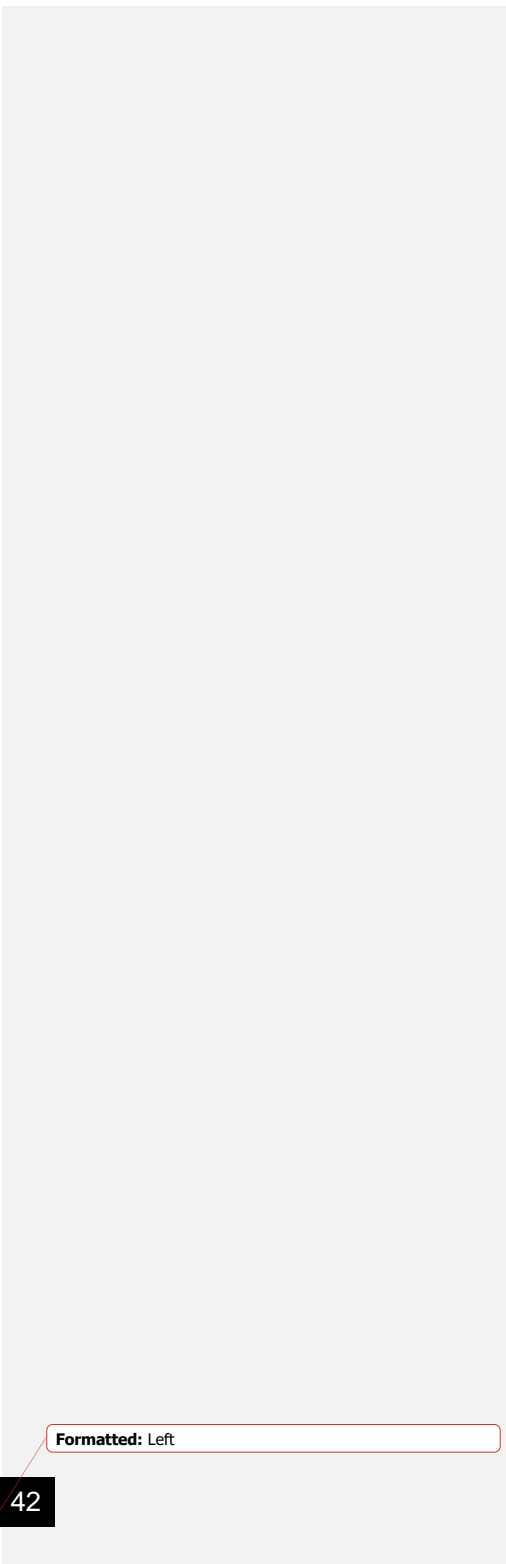
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EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:



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- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property. In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our

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staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options
 3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

Courses of Action: **SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early

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- dismissal, mandatory evacuation, shelter-in-place and resource center closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
 - c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers are appropriately maintained
- e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

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DURING

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of Action: **SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the "Wildfire Evacuation Decision Tree" following this section.
- c) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal
 - mandatory evacuation
 - shelter-in-place
 - resource center closure
 - d) Consider the following while implementing response action
 - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
 - e) Contact families to notify of planned course of action
 - f) Activate school Incident Command Team, as necessary
 - Reunification Team
 - g) Ensure all staff and students are accounted for
 - h) Ensure that access roads are kept open for emergency vehicles
 - i) Based on the situation, delegate staff to turn off and unplug any electrical devices left

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- behind and/or have facilities turn off electricity
- j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting resource centers/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited
Provide information to School Coordinator/Safety Ambassador regarding

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any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to district office

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

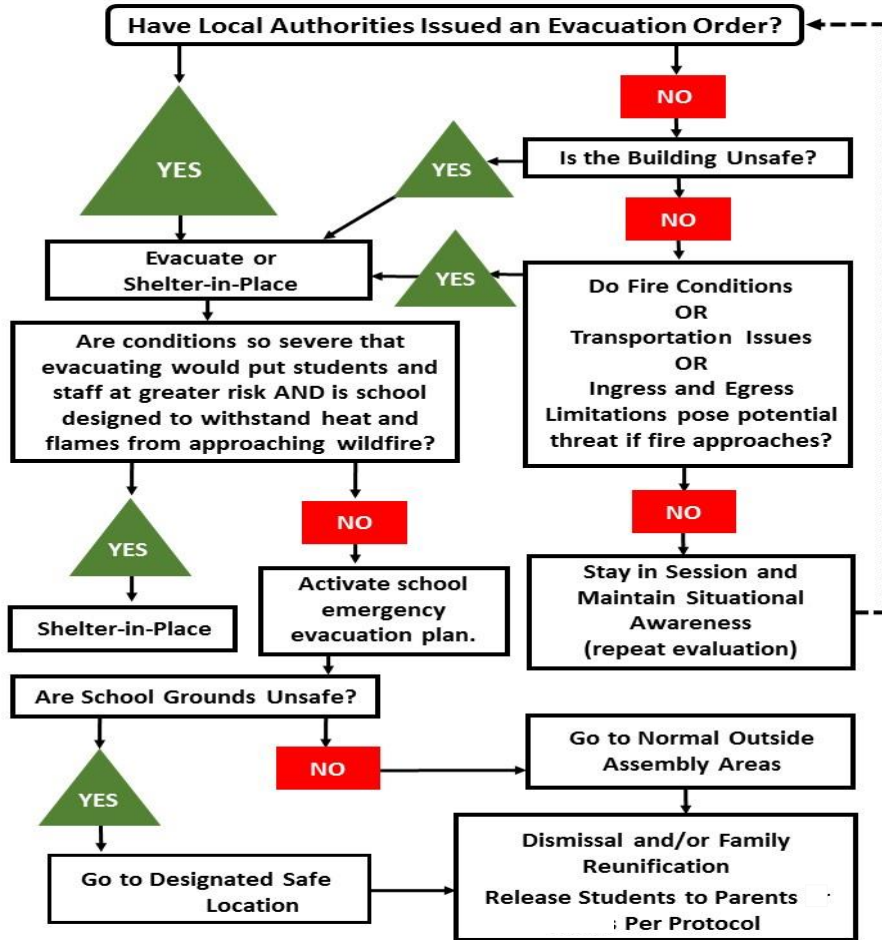
STAFF ACTIONS

Goal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

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WILDFIRE DECISION TREE



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EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Charter School III has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Charter School III's primary goal in the fight against opioids and fentanyl use is prevention.

Audeo Charter School III will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

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SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

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If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older

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people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Audeo Charter School III **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal

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spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

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Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

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DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

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SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~ Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~ Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~ Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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.

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The Charter School administration shall ensure that students and their parents/guardians¹ 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 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 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 or 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 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

¹ 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.

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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; 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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.
- 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.

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- 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 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 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 it 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 it 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 in any of grades 4 to 12, inclusive.

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- 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 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 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 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

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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 clause, "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 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 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 device of this type, the student had obtained written permission

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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:

- 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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- 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 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 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 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 in any of grades 4 to 12, inclusive.

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- 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 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 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 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 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

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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 clause, "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 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.
- u) 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 (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 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.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

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- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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

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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 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 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 will 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.

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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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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.

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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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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

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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 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.

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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 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 Charter School .

The 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

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

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L. No Right to Appeal

The student shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator 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 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 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.

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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 parents/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 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.

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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:

- c. 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;
- d. 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
- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents;

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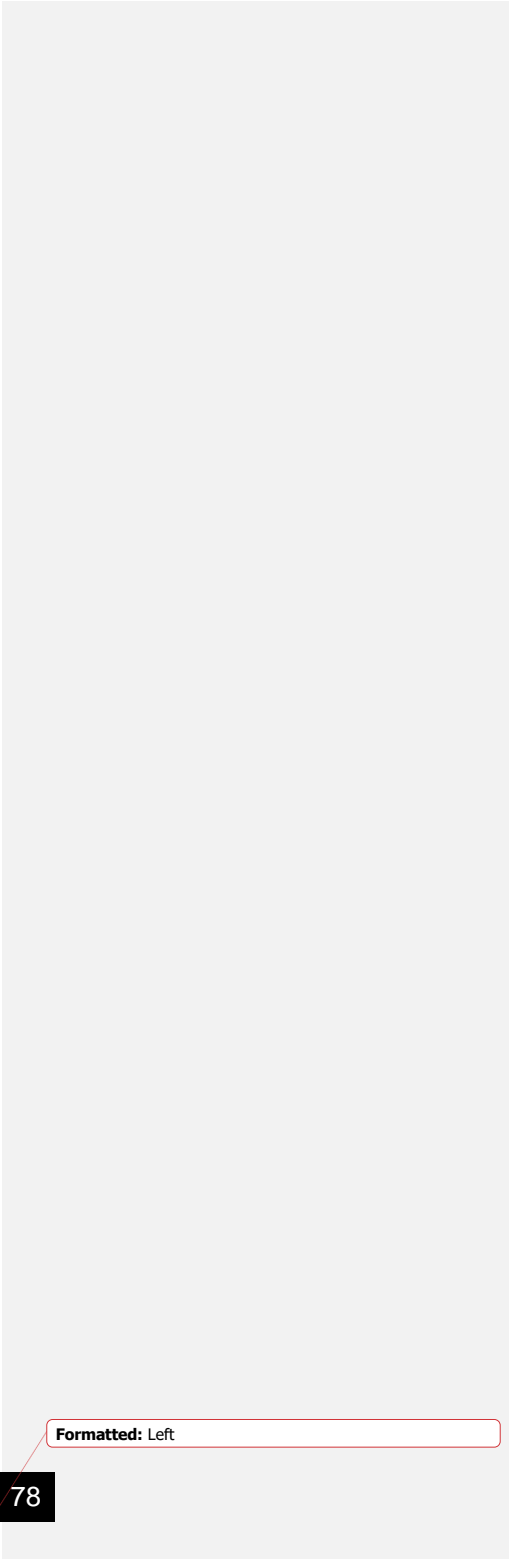
however the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

Charter School shall not be deemed to have knowledge 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Audeo Charter School III School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

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Anti-Discrimination and Harassment Policy

Audeo Charter School III is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Charter School III shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo Charter School III may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

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School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts 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 vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

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Loitering Law Compliance

SY ~~2023~~2024-2024~~2025~~

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

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- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately- owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____ **Date:** _____

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Going to and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Charter School III students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo Charter School III students and parents to help prepare all Audeo Charter School III students for a safer journey.

1. Every Audeo Charter School III student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

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6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.
8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

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Safe Ingress and Egress Procedures

All Audeo Charter School III staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

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Ensuring a Safe and Orderly Environment

Audeo Charter School III is and will remain a safe place for students and adults.

Audeo Charter School III staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

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Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Audeo Charter School III.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School III will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

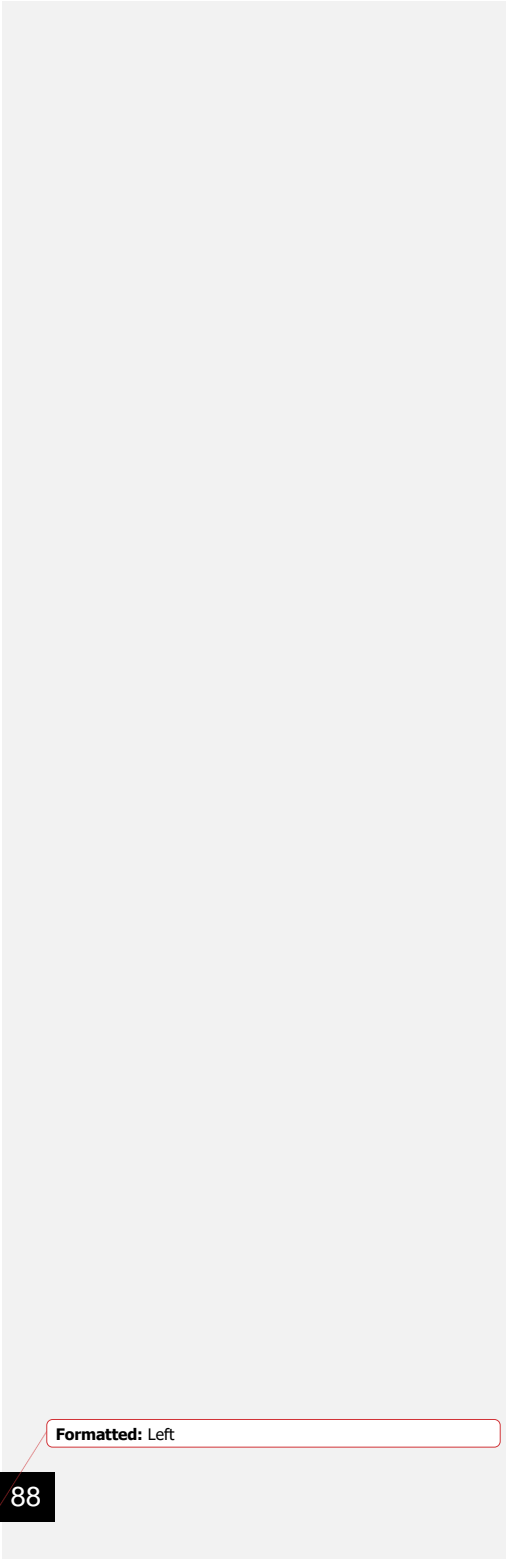
- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with 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 him/her 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.

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Child Abuse Reporting Procedures

All Audeo Charter School III certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Charter School III employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

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4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412
2. Send the original to School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111
2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: *Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.*

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency

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immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

- "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

- "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

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For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Escondido Police	911	760-839-9111
Escondido Fire	911	760-839-5400
Escondido Utilities	911	760-839-4668
SD County Office of	858-565-3490	

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Emergency Services		
San Diego Gas & Electric	1-800-611-7343	1-800-411-7343

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INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL III:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School III Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo III School Coordinator	619-957-8779	858-678-2056 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

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Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
 - Bull Horn – recommend a minimum of one
 - Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
 - Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
 - Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
 - Duct Tape – recommend a minimum of two rolls used for marking blank vests.
 - Rosters - recommend a minimum of one set per room sorted by alphabet
 - Steno Pads (5x7) – recommend one per Incident Command Team member (17)
 - Pencils & Pens - recommend one each per Incident Command Team member (34)
 - Copies of Forms
 - Chalk - recommend twenty-five sticks, red in color
 - 3x5 Cards – recommend one hundred
 - Department or Placards
 - First Aid & Medical Team Supplies
 - Search and Rescue Team Supplies
 - Vests for Key Personnel – recommend a total of 17 for Incident Command Team members
- All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

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Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

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Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

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Training & Exercises

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

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Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions

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- **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
- **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)
 - **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

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SECTION THREE EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander

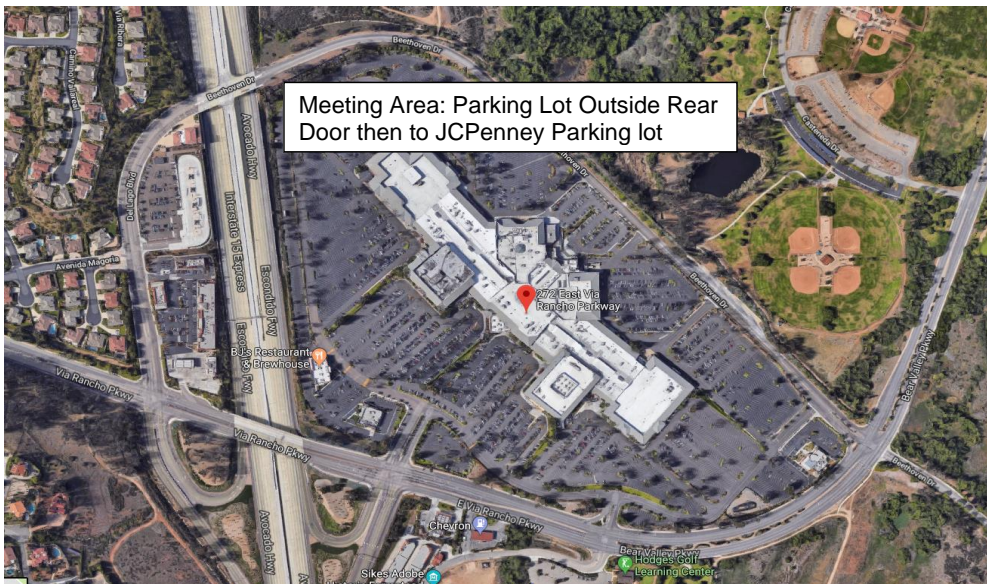
Alternate: Operations Chief

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Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

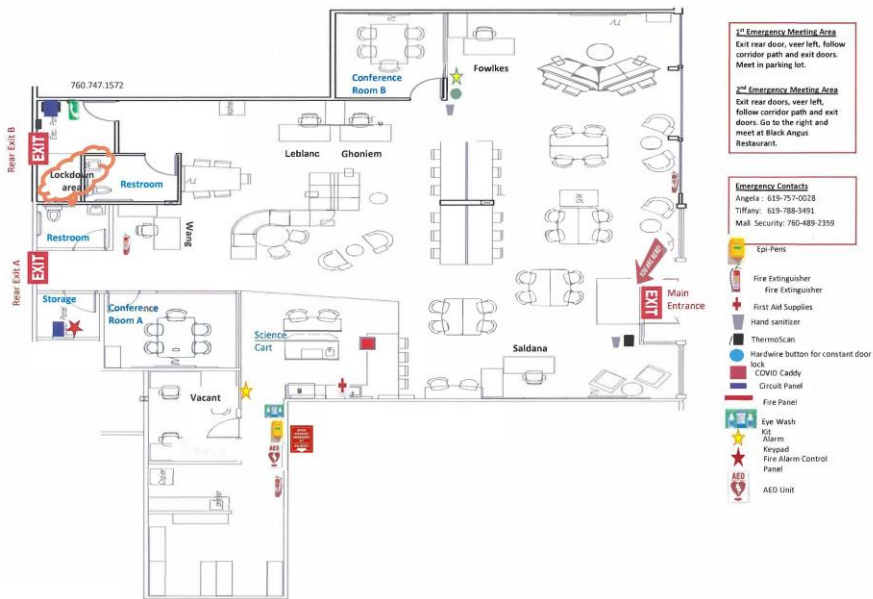
Escondido: 200 (272) E Via Rancho Parkway, Space 143 Escondido, CA 92025
Cross Street: Bear Valley Parkway South and Beethoven Dr. (beside JC Penney)
Meeting Area: Parking Lot Outside Rear Door then to JC Penney Parking Lot



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Escondido Plan

Escondido Resource Center • 200 East Via Rancho Parkway, Suite 143, Escondido, CA 92025
858-678-2050



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Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: Incident Commander

Alternate: Operations Chief

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

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Emergency Lockdown Procedures

If an emergency situation near an Audeo Charter School III RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **“this is a lockdown”** alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Audeo Charter School III Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Audeo Charter School III Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

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- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

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Lockdown Incident Report

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Where there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

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Signature: _____ Date: _____

Date Report Received: _____

AUDEO CHARTER SCHOOL III EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in) When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
-------------------------------	---------------------	--

Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of**

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of _**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of _**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of _**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

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Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

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Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

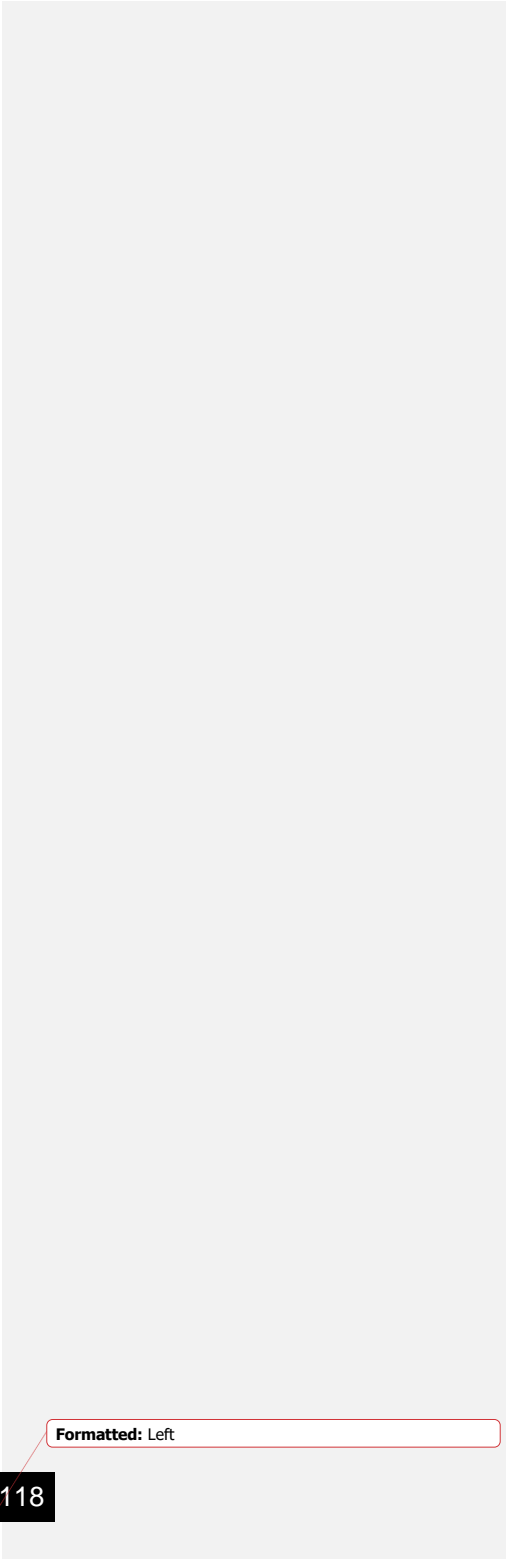
Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

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Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.



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Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

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Fire/Earthquake
Evacuation Drill Report

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

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7. Safety Supplies have been reviewed?

See attached for
needed items

Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____

Date: _____

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Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBPKit)

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains
- Safety Plan and other documents) Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights
- Duct Tape
- Pad of Paper Marker

Science Cart First Aid Kit

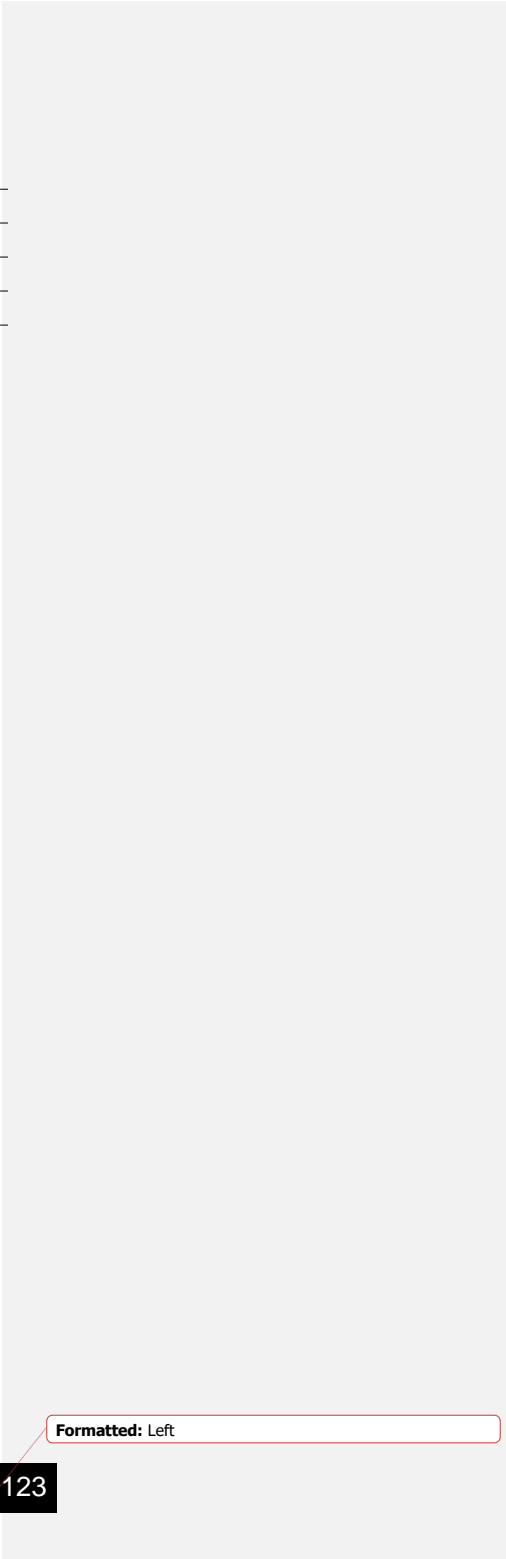
- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3
- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

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Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals;

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and establishes a timeline.

6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

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Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities

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should be based upon a risk assessment of the crisis events a given school is most likely to confront.

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How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological

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makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

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Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

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Education, 2006a). **Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.**

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

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C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in

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the day to allow for debriefing participants afterward and assessing any adverse reaction.

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During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school’s policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;

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- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
- The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
5. Create a plan of progression that:
- Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
6. Prepare for logistics of the drill to ensure that:
- Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
7. Develop a communications plan that:
- Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
8. Establish a long-term follow up plan to support sustainability that considers:
- What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

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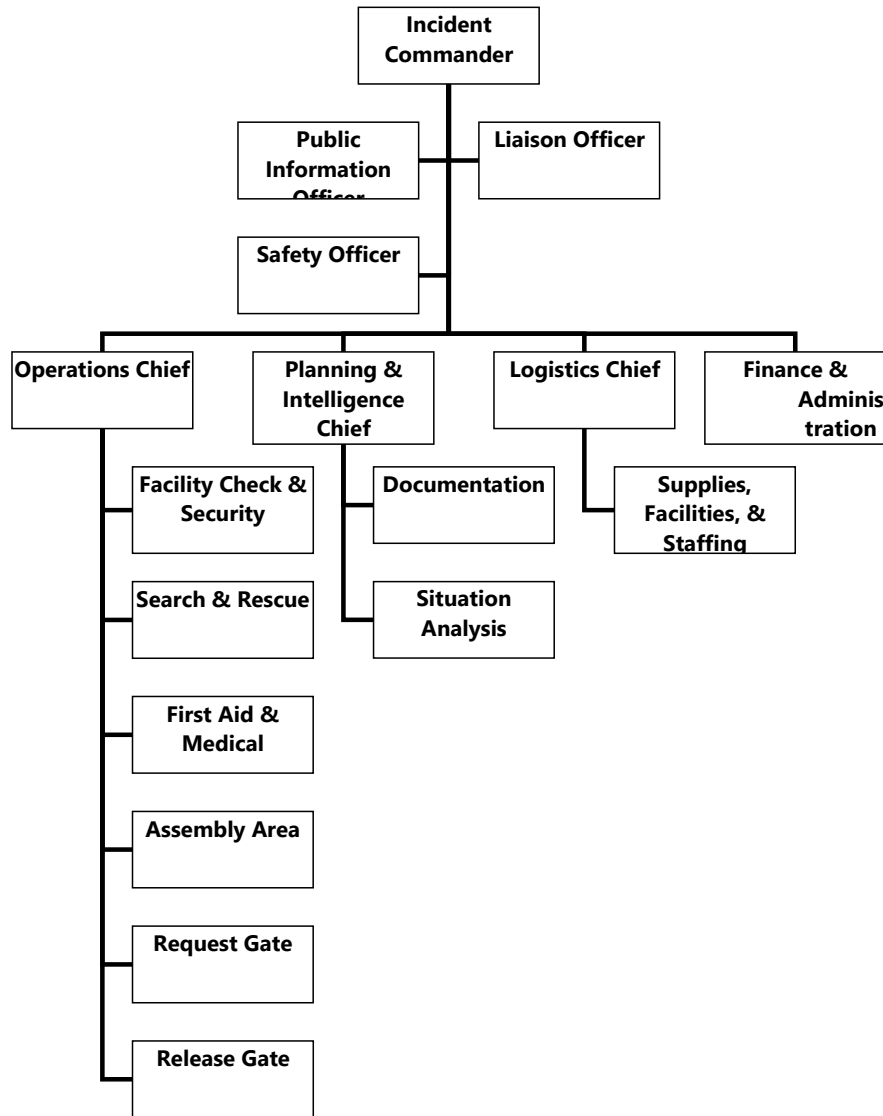
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Sharnita Moore
Angela Neri	Facility Check/Security	Sharnita Moore
Safety Ambassador by Location	Search & Rescue Team Leader	Sharnita Moore
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Sharnita Moore
Safety Ambassadors (per location)	Request Point	Sharnita Moore
Safety Ambassadors (per location)	Release Point	Sharnita Moore
Sharnita Moore	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Develop and communicate revised incident action plans as needed.

- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your RC until the incident has been resolved.

After:

- Authorize deactivation of sections or units when they are no longer required.
- Deactivate the entire emergency response.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command**Position: Safety Officer**

Reports To: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command**Position: Public Information Officer****Reports To:** Incident Commander**Staffing****Characteristics:** **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.****Responsibility:** Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going to Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school/staff volunteers to refer all questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command**Position: Liaison Officer**

Reports to: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations**Position: Operations Chief****Reports to:** **Incident Commander****Staffing****Characteristics:** The Operations Chief should be a staff member familiar with the school and be trained in response skills.**Responsibility:** The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**Special Equipment:**

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations**Position: Facility Check & Security****Reports to:** Operations Chief**Staffing****Characteristics:** Building Safety Supervisor or others familiar with the school's facilities.**Responsibility:** Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.**Special Equipment:**

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage to the Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, **if gas is leaking**, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations**Position: Search & Rescue Team Leader****Reports to:** Operations Chief**Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.**Special Equipment:**

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations**Position: Search & Rescue Team****Reports to:** Search & Rescue Team Leader**Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.**Special Equipment:**

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.

- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.

- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations**Position: First Aid & Medical Team****Reports to:** First Aid & Medical Team Leader**Staffing****Characteristics:** Trained in first aid and CISM**Responsibility:** Works with a buddy to administer first-aid and arrange for transport of victims as necessary.**Special Equipment:**

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- Start-Up Activities:**
- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and treatment records.
- Follow categories: Immediate, Delayed, Dead

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations**Position: Assembly Area****Reports to:** Operations Chief**Staffing****Characteristic:** Trained in managing large groups of students**Responsibility:** Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).**Special Equipment:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - o Student Accounting Form
 - o Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations**Position: Request Gate****Reports to:** **Operations Chief****Staffing****Characteristics:** School staff or volunteers**Responsibility:** Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.**Special Equipment:**

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations**Position: Release Gate****Reports to:** Operations Chief**Staffing****Characteristics:** School staff or volunteers**Responsibility:** Assure proper reunification of student with parent or guardian at the Release Gate.**Special Equipment:**

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.

- "Missing"** if student was in school but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence**Position: Planning & Intelligence Chief/Logistic Chief**

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics**Position: Logistics Chief****Reports to:** Incident Commander**Staffing****Characteristics:** Administrative skills**Responsibility:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.**Special****Equipment:**

- Cargo container or other storage facility with all emergency supplies stored.
- Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics**Position: Supplies, Facilities, & Staffing****Reports to:** Logistics Chief**Staffing****Characteristics:** It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**Responsibility:** Provides facilities, equipment, supplies, materials, and staffing in support of the incident.**Special Equipment:**

- Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration**Position: Finance & Administration Chief****Reports to:** Incident Commander**Staffing****Characteristics:** Familiar with common financial record keeping standards.**Responsibility:** Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.**Special****Equipment:**

- None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Audeo Charter School III

RC/Facility Planning Teams

Safety Ambassador*

~~2023~~2024-20242025

The designated Ambassador is responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador
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Escondido	David Saldana
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Comprehensive Safety Plan



20232024-2024

AudeoValley
Charter School

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE Notification Method is – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is – Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Finance Administrator
Chief Business Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Business Officer	Logistics Chief	Data and Assessment Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 115)

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this site. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to

be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Office/Site Information and Street Map

Facility Information and Street/Aerial Maps

Location/Site Name: **Moreno Valley**

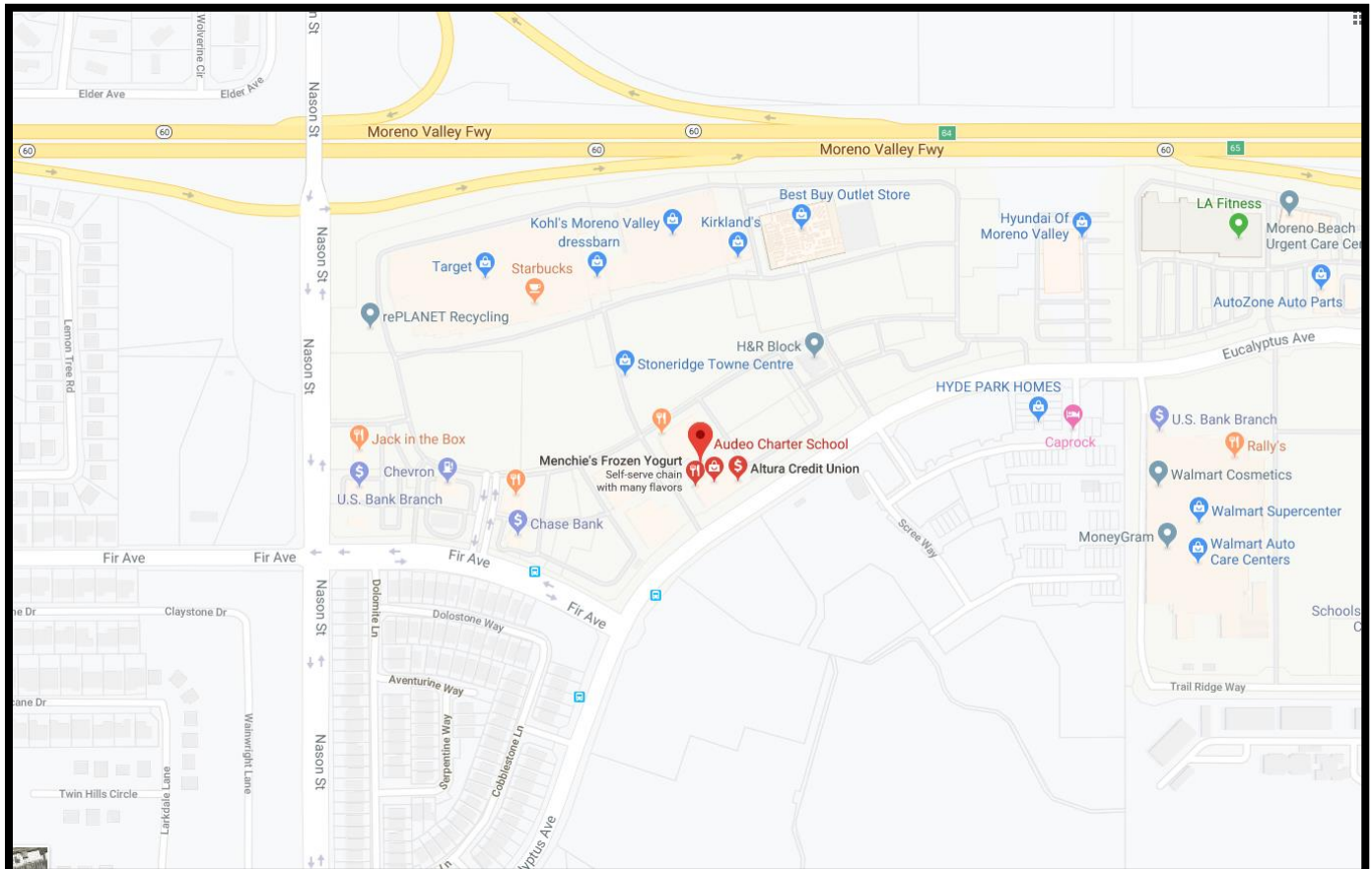
Office/Site Address: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

Located in the Target Super Complex, next to Altura Credit Union

Office/Site Public Phone Number: 858-678-2050

Office/Site Direct Phone Numbers: 951-924-4964

Office/Site Fax Number: 951-242-6722



Moreno Valley Aerial Map



Hazard Assessment Summary

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Valley Charter School, the crime data indicates that there have been no incidents of the last two years. Audeo Valley staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	239	23-24yr	241	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change

to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Valley Charter School adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on complex • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this site. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn site staff. Methods for notifying staff include: Telephone – Landline and/or cellular, site radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this site. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and Office of the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct site resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Moreno Valley Police	911	951-247-8700

Moreno Valley Fire	911	951-242-3101
Riverside County Fire Department	911	951-924-6860
Moreno Valley Electric	911	844-341-6469

INTERNAL CONTACTS FOR AUDEO VALLEY CHARTER SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening		
Primary Contact: School Coordinator	619-957-8779	858-678-2042 Business Office
Audeo Valley Safety Coordinator	619-757-0028	858-678-2045 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This site maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. Site personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Site Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: Incident Commander

Site-Specific Information: Last Updated on 5/2024

Alternate: Operations Chief

Crisis Response Boxes

This site maintains **1** Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, site numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of site layout. Map must show **all** buildings, site numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each site/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each site and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the site to carry out assigned responsibilities. Site staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only"

access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the site will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing the site emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible

- **Public Information Officer** – acts as official spokesperson for the site in an emergency situation, until the School’s Communications Officer is available
- **Liaison Officer** – serves as the point-of-contact for agencies outside of the School’s organization.
- **Operations Chief** – manages direct response to the site emergency
 - **Facility Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks site for damage, rescues victims, and reports site conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students in site (except those in the Medical Treatment Area)
 - **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the

above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Corporate Offices may be activated to support site emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

Emergency Procedures

Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for site-level personnel. Additional information pertaining to site evacuations can be found in Emergency Procedures.

The signal for evacuation is:

short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each site and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

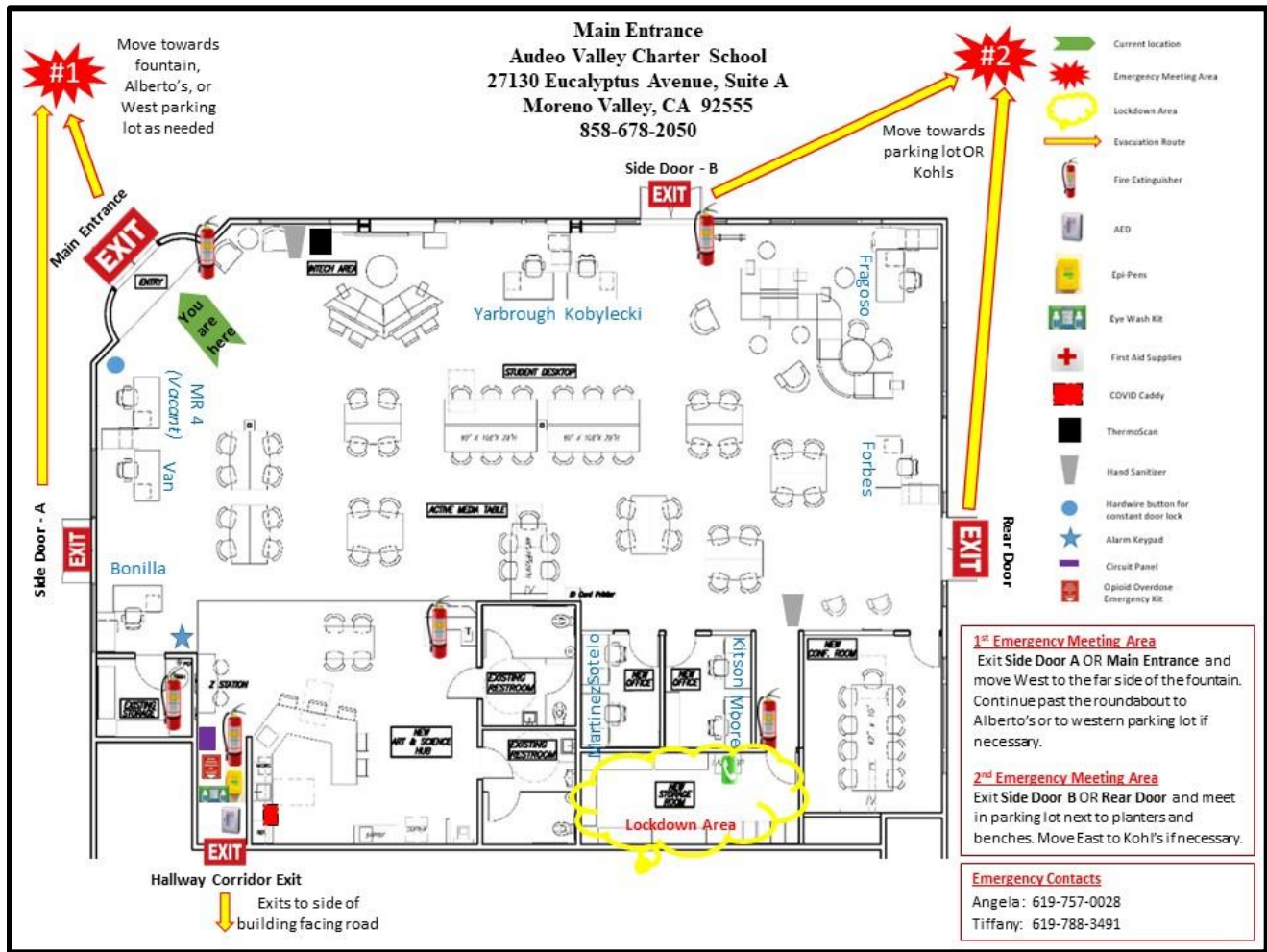
Moreno Valley: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

Cross Street: Fir Avenue

Emergency Meeting Area: First- Exit rear door to parking lot next to planter; Second- Exit door and head to Kohl's Department Store



Moreno Valley Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Primary: Incident Commander

Alternate: Operations Chief

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the Superintendent. The Safety Coordinator should be advised of this information.

**The notification for a safe return to facilities located at this is:
Communication via Emergency Radio and/or Cell Phone**

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the Superintendent. The Safety Coordinator should be advised of this information.

**The notification for a safe return to facilities located at this site is:
Communication via Emergency Radio and/or Cell phone**

Emergency Lockdown Procedures

***If an emergency situation near a site endangers student or staff safety,
Lockdown the Site/Building.***

FIRST: Follow the below lockdown procedures and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Office Number
School Coordinator	951-924-4964
School Nurse	951-924-4964
Operations and HR Administrator	951-924-4964

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **“this is a lockdown”** alerting staff and students in a calm manner.
2. All students and staff remain in their site or offices.
3. All site doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Lead or designee in site will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in site/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Executive Safety Committee will communicate and work directly with the Site Safety Ambassador and/or designee. **ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.**
11. No one is permitted to leave and no one, including a parent, is allowed in the site.
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.

15. Site staff should not make statements to the media.

Only a member of the Executive Safety Committee may lift a lock down.

Persons who may activate a site lockdown:

- Any member of the site staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.

Conditions in which to activate a school-wide or site- specific lockdown may include, but not limited to:

- Authorities inform the school or site of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a site.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as site and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Site staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the site or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell

phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the site.

Following Lockdown:

- The Safety Ambassador for the site will fill out and submit to School Coordinator within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

Lockdown Incident Report

Site/Building:	Duration of Lockdown:	
	Beginning time:	End Time:
Date of Incident:	Report Prepared by:	
Name of Executive Safety Lead Notified:		

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Where there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign In Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in site/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	Site/Building:	Name of Safety Lead Notified:
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Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the site/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page _____ **of** _____

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of** __

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Site/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:

	Signature of Parent/Guardian:	Form of ID:	Checked By:
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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
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Released To:	Relationship to Student:	Date/Time Released:
Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the site, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use site attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this site belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site evacuation procedures after confirming the path and destination are safe.

Monitor your site emergency radio for possible updates and instructions from the School's Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.

Advise your School Coordinator of the situation.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this site.

Notification

Notify your School Coordinator. If possible, quickly assess the site and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”). If phone service is unavailable, use your emergency radio (Channel 1).

Render first aid as needed. Be sure to notify the School Coordinator of injuries.

Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control.

Have some staff standing by at the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.



Fire/Earthquake
Evacuation Drill Report

School/Site

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?

See attached for needed items

Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____

Date:

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

- Duct Tape
- Pad of Paper Marker

Blood Bourne Pathogen Kit (BBP**Kit)**

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains
- Safety Plan and other documents) Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Science Cart First Aid Kit

- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3

- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

Overview

- A. Response to armed assailants has focused on implementing a site lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
 - B. Armed assailant drills have both benefits and concerns associated with their implementation.
- Armed assailants in site’s account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.

- Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

Drill Approaches And Planning

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
 - B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
 - C. Schools should keep simulation techniques appropriate to the participants' developmental maturity.
- Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
 - D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

Developmental And Mental Health Considerations

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
 - B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
 - C. School-employed mental health professionals should be involved in every stage of preparation.
- Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
 - D. Participation should never be mandatory, and parental consent should be required for all students.
 - E. If staff chooses to opt-out of intense drills, they should receive

comparable, less intense instruction.

Steps For Conducting Safe, Effective, And Appropriate Drills

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

Introduction

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

Part I: Overview

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term

active shooter refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a site). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on site grounds is possible—and devastating if it happens—it is

not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

Part II: Drill Approaches and Planning

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade site doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the site (e.g., ease of access to outside doors and proximity of places to hide other than a site).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). **Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.**

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training,

and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

Part III: Developmental and Mental Health Considerations

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

Part IV: Steps To Conducting Safe, Effective, And Appropriate Drills

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;

- Takes a lead in identifying the most appropriate preparedness activities for the school;
- Provides ongoing professional development and training as needed; and
- Ensures that the school's policies are in compliance with state laws and school board policies.

2. Conduct an assessment of the school community to:

- Identify the types of crisis events most likely to occur,
- Determine the current school culture and climate,
- Map existing resources and capacities of school personnel or school safety teams, and
- Identify any related policies that should be considered in the planning of drills.

3. Implement a cost–benefit analysis that:

- Considers financial costs in relation to the likelihood of a particular crisis;
- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
- Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
- Considers the current knowledge and identified needs of the staff; and
- Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.

4. Tailor drills to the context of the school environment, taking into consideration:

- The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
- Age, cognitive, and developmental levels of awareness of students;
- Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
- The capacity, comfort level, and trust among staff;
- Administrative support;
- Optimal timing, including time of year, day of the week, and time of the day;
- Relationships with external partners, law enforcement, and other first responders; and

- The layout of the site.
 5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
 6. Prepare for logistics of the drill to ensure that:
 - Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
 7. Develop a communications plan that:
 - Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
 8. Establish a long-term follow up plan to support sustainability that considers:
 - What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and

- When follow-up should be conducted and how often.

Conclusion

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~ Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~ Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~ Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians¹ 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 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 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 or 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 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

¹ 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.

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; 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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.

- 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 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 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 it 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 it 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 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 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 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 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 clause, "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 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 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 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:

- 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.
- 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 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 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 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 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 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 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 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 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 clause, "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 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.
- u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to

expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator 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 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 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 parents/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 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:

- c. 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;
- d. 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
- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures

Crisis Response Team

Site Safety

Emergency Procedures

Homeland Security Threat Levels

Fire

Environmental Emergencies

Shelter-in-Place

Earthquake

Weapons

Injury/Illness/Accidental Death

Disturbances and Demonstrations

Lockdown

Threats and Violence

Bombs and Explosions

Shootings

Terrorism

Communications
 Emergency Plans & Drills
 Evacuation and Reunification
 Biological Emergency
 Flooding
 Utility Emergency

EMERGENCY RESPONSES

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- x If imminent risk, call 911.
- x Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- x Notify the School Coordinator.
- x Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

- x If an insect sting, remove stinger immediately.
- x Assess situation and help student/staff member to be comfortable.
- x Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If imminent risk, call 911 (always call 911 if using "Epi" pen).
- x Notify nurse/parent or guardian.
- x Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- x Observe for respiratory difficulty.
- x Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- x Keep an "Epi" pen in the school office and notify staff as to location.
- x Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the

presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Site

STAFF ACTIONS:

- x Notify School Coordinator.
- x Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- x Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **SHELTER IN PLACE**.
- x Shut off HVAC units.
- x Move to central location where windows and doors can be sealed with duct tape.
- x Call 911. Provide location and nature of the emergency and school actions taken.
- x Notify Director of Operations and Technology of the situation.
- x Turn on a battery-powered commercial radio and listen for instructions.
- x Remain inside the site until the Department of Health or Fire Department determines it is safe to leave.
- x Arrange for psychological counseling for students and staff.

Inside the Site

STAFF ACTIONS:

- x Notify School Coordinator or Safety Ambassador.
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- x Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- x Follow standard student assembly, accounting and reporting procedures.
- x Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **EVACUATION** of the site or **EMERGENCY MEETING AREA**
- x **EVACUATION** to move students away from immediate vicinity of danger.
- x Move up-wind from the potential danger.
- x Call 911. Provide exact location and nature of emergency.
- x Designate security team to isolate and restrict access to potentially contaminated areas.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Notify Director of Operations and Technology of the situation.
- x Arrange for immediate psychological counseling for students and staff.
- x Wait to return to the site until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- x Wash affected areas with soap and water.
- x Immediately remove and contain contaminated clothing
- x Do not use bleach on potentially exposed skins.
- x Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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PERSON RECEIVING THREAT BY TELEPHONE:

- x Listen. Do not interrupt caller.
- x Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- x Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- x Notify Safety Ambassador immediately after completing the call.
- x Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- x Note the manner in which the threat was delivered, where it was found and who found it.
- x Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- x Caution students against picking up or touching any strange objects or packages.
- x Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Call 911.
- x If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- x Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- x Determine whether to evacuate the threatened site and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- x Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- x If it is necessary to evacuate the entire school, use the fire alarm.
- x Notify the Director of Operations and Technology of the situation.
- x Direct a search team to look for suspicious packages, boxes or foreign objects.
- x Do not return to the site until it has been inspected and determined safe by proper authorities.
- x Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- x Use a systematic, rapid and thorough approach to search the site and surrounding areas.
- x Check the site and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- x If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- x Evacuate students as quickly as possible, using primary or alternate routes.
- x Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- x Do not return to the site until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and all instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poor handwriting
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@dsa.dhs.gov



BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALLED FROM: _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breaths	<input type="checkbox"/> Static	
<input type="checkbox"/> Fliegeland	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Fictive	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal	Other information:	
<input type="checkbox"/> Hummal	_____	
<input type="checkbox"/> Haggard	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Stunned	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the site. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Issue **STAND BY** instruction. Determine if evacuation is required.
- x Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- x Delegate a search team to assure that all students have been evacuated.
- x Post a notice on the site door stating where the school has relocated and inform the District Office.
- x Monitor local AM radio weather station for flood information.
- x Notify the Director of Operations and Technology of school status and action taken.
- x Do not allow staff and students to return to the site until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- x If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the site.
- x Remain with students throughout the evacuation process.
- x Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- x Do not return to the site until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the site, it may not be necessary to evacuate.

STAFF ACTIONS:

- x Notify School Coordinator.
- x Move students from immediate vicinity of danger.
- x Do not turn on any electrical devices such as lights, computers, fans, etc.
- x If odor is severe, leave the area immediately.
- x If the site is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If gas leak is internal, evacuate the site immediately.
- x Call 911.
- x Notify utility company.
- x Determine whether to move to alternate location.
- x If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- x Do not return to the site until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Call 911, if necessary.
- x If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- x Initiate **EVACUATION**. Any toxic cloud that can affect students in their sites would very likely affect them outside the sites as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- x Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- x If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- x Notify Director of Operations and Technology.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Do not allow the return of students to the sites or buildings until public safety officials declare the area safe.
- x Upon return to school, ensure that all sites are adequately aired.

TEACHER ACTIONS:

- x Follow standard student assembly, accounting and reporting procedures.
- x Report names of missing students to office.
- x Do not take unsafe actions such as returning to the site before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- x Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- x Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- x Protect site occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- x Secure exterior doors from outside access.
- x When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- x Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- x Identify media staging area, if appropriate. Implement a hotline for parents.
- x Account for students as they are evacuated.
- x Provide recovery counseling for students and staff.

STAFF ACTIONS:

- x If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- x Alert the School Coordinator/Safety Ambassador.
- x Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their sites. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on sites, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Initiate **LOCKDOWN**.
- x Request intruder to leave the site. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- x As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- x Keep subject in view until police or law enforcement arrives.
- x Take measures to keep subject away from students and the site.
- x Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map/exit plan and keys to public safety personnel.
- x When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- x Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

- x Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- x Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- x Isolate intruder from students. Lock the site and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- x Notify utility company. Provide the following information:
- x Determine length of time service will be interrupted.
- x Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- x If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- x Use messengers with oral or written word as an alternate means of faculty notification.
- x Notify District Office of loss of service.
- x Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:

Emergency Light:

Computers:

Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the sites bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- x Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- x Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- x Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- x If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- x Facilitate a meeting with student(s) and family to review expectations.
- x Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- x If any students are outside, move them inside the site or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- x Inside the site, institute **LOCKDOWN**. Close all curtains and blinds.
- x Disconnect the school television system in sites so the individual cannot view news coverage and see locations of police/students/etc.
- x Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Keep the individual under continuous adult supervision.
- x Keep the individual in the site until parent/guardian has been notified.
- x Arrange appropriate support services for necessary care of individual.
- x If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- x School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- x Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- x Provide follow-up collaborative support for the student and parents (as indicated) within the school
- x Develop a safety plan prior to the student's return to school.
- x Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- x Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- x Notify School Coordinator/Safety Ambassador.

- x Notify school nurse, school psychologist, counselor or social worker.
- x Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the site. **EVACUATION** may be warranted in some sites but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check sites and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for site instruction. Do not return to the site until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- x Initiate **DROP, COVER AND HOLD ON**.
- x If explosion occurred inside the site, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the site and away from fire-fighting equipment.
- x Check to be sure all students have left the site. Remain with students throughout evacuation process.
- x Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- x Render first aid as necessary.
- x Do not return to the site until the emergency response personnel determine it is safe to do so.
- x If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.

- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene E tiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.).* These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.

- b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
- c. **Be decisive.** Communicate your plan to your students and act quickly.
- d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
 - Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.

- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:
 - b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.
4. Special Topics
- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will

disrupt and distract the assailant. It will also provide people in the site with information they can use to better evaluate their options.

- *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.
- **Emergency Area Reunification**
 - The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some sites/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our site, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a site closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options
 3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers are appropriately maintained
- e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the "Wildfire Evacuation Decision Tree" following this section.
- c) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal
 - mandatory evacuation

- shelter-in-place
- site closure
 - d) Consider the following while implementing response action
 - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
 - e) Contact families to notify of planned course of action
 - f) Activate school Incident Command Team, as necessary
 - Reunification Team
 - g) Ensure all staff and students are accounted for
 - h) Ensure that access roads are kept open for emergency vehicles
 - i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
 - j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting sites/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or

- cause further damage (chemicals, wires, equipment, etc.)
- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site/office closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team

Shut site or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to district office

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONSGoal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

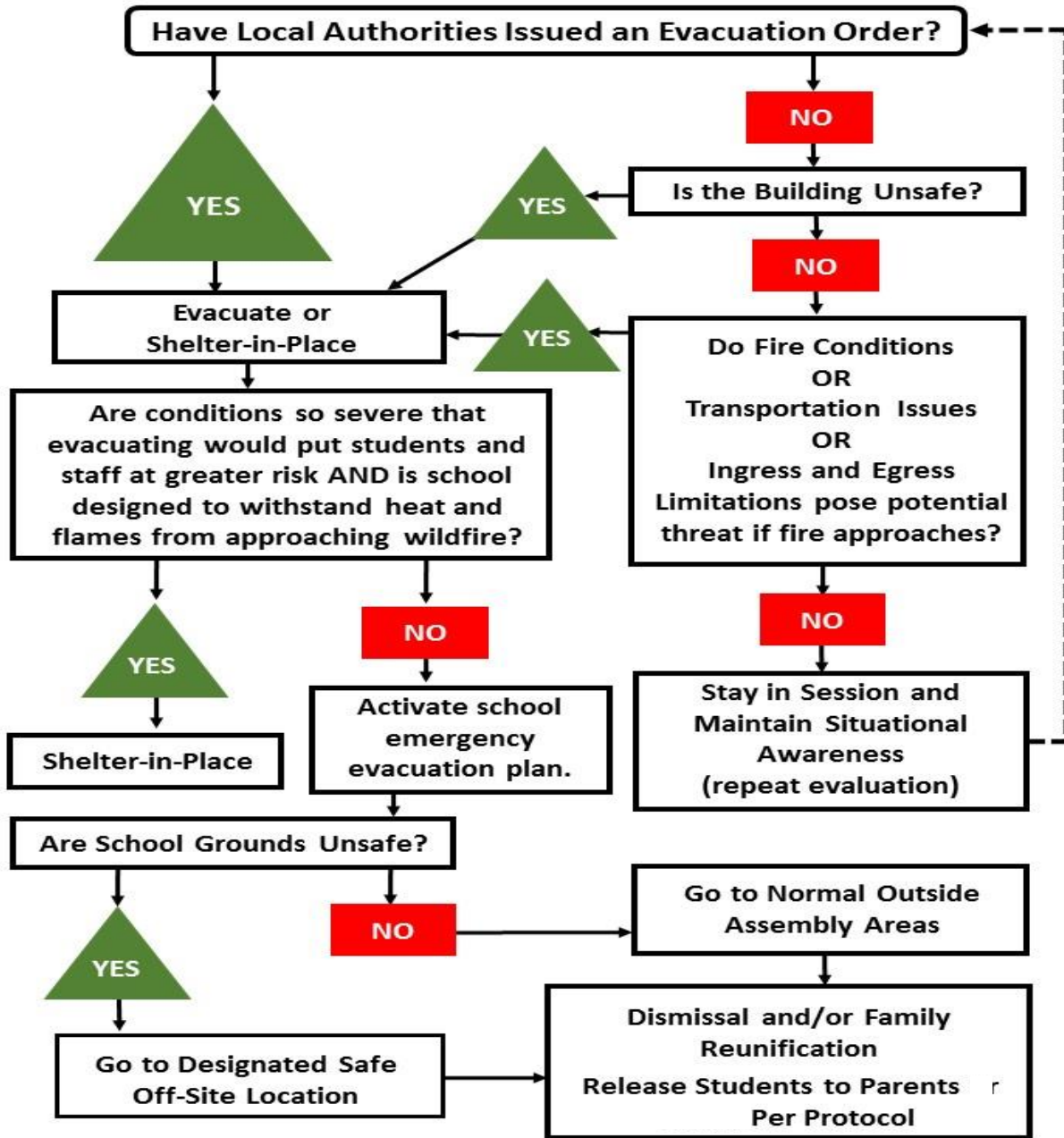
Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONSGoal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Valley Charter School has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Valley Charter School's primary goal in the fight against opioids and fentanyl use is prevention.

Audeo Valley Charter School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid

overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Audeo Valley Charter School **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-

injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

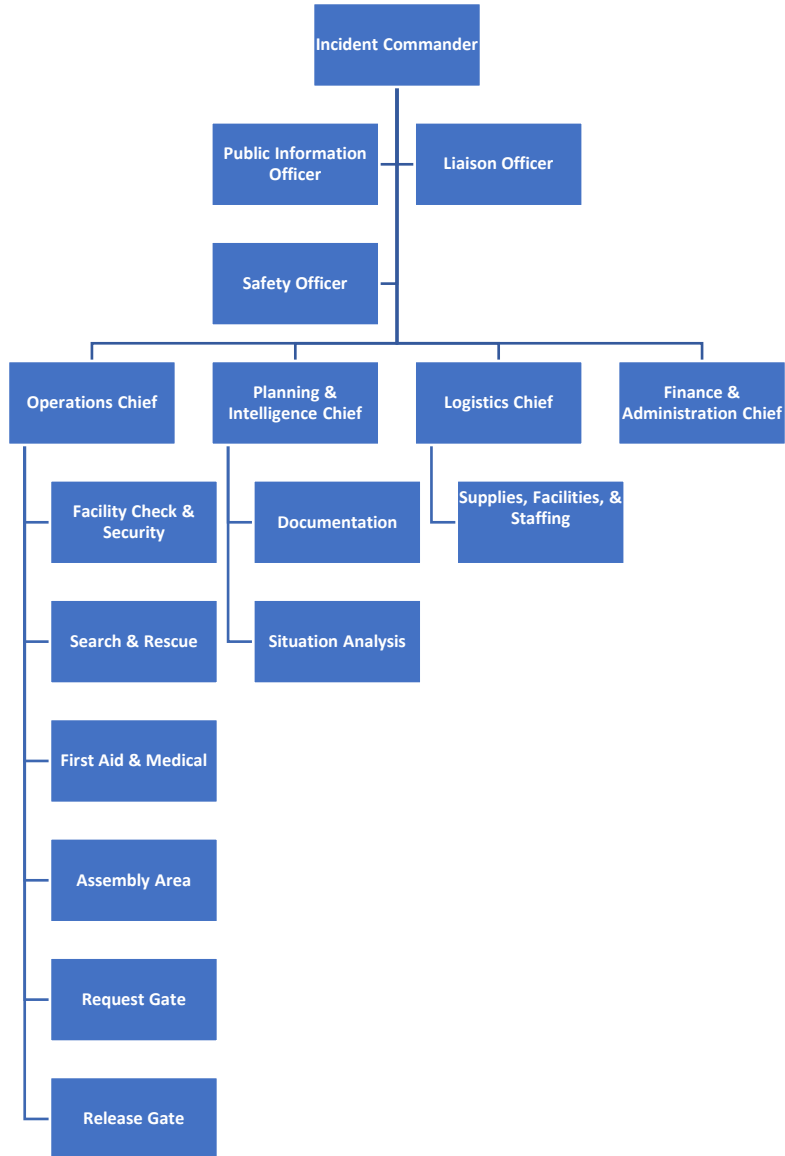
STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.
Follow up with assigned school nurse for additional support.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and H.R. Administrator
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Operations and H.R. Administrator	Operations Chief	Finance Administrator
Teacher 1	Facility Check/Security	Site Safety Lead
Site Safety Lead	Search & Rescue Team Leader	Safety Ambassadors
School Nurse	First Aid & Medical Team Leader	Site Safety Lead
School Coordinators	Assembly Area	Data and Assessment Coordinator
Safety Ambassadors	Request Gate	School Nurse
Safety Ambassadors	Release Gate	School Nurse
Chief Business Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Operations and H.R. Administrator
Operations and H.R. Administrator	Supplies/Facilities/Staffing	School Coordinator
Finance Administrator	Finance & Administration Chief	Chief Business Officer

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way site radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

- a. Messages received
- b. Actions taken
- c. Decision justifications and documentation
- d. Requests filled
- e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.

2. Return equipment and reusable supplies to Logistics.

Section: Command**Position: Incident Commander****Primary: School Coordinator****Alternate: Operations and Human Resources Administrator****Reports to: Superintendent (or designee)****Staffing****Characteristics:** Principal or Administrator**Responsibility:** The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the site.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Site map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Emergency radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and School Emergency Procedures.**

- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total site situation:
- View site map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to corporate office on status of staff, site as needed. (Site Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your site until redirected or released by the Office of the Superintendent.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the corporate office before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.

- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command
Position: Safety Officer

Primary: School Nurse

Alternate: Curriculum and Professional Development Coordinator

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command**Position: Public Information Officer****Primary: Data and Assessment Coordinator****Alternate: School Nurse****Reports To: Incident Commander****Staffing**

Characteristics: It is common for the Incident Commander or the School's Communications Office to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the site ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the site in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A site-based Public Information Officer should only be used if the media is in the site and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- Site map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- Consult with School’s Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going to Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to site if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind site staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.

- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

Reports to: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations**Position: Operations Chief****Primary: Operations and Human Resources Administrator****Alternate: Finance Administrator****Reports to: Incident Commander****Staffing****Characteristics:** The Operations Chief should be a staff member familiar with the site and be trained in response skills.**Responsibility:** The Operations Chief manages the direct response to the disaster, which can include site Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**Special Equipment:**

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Facility Check & Security

Primary: Teacher 1

Alternate: Site Safety Lead

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the site's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the site and report any damage by radio to the Command Post*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, **if gas is leaking**, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.

- Post yellow caution tape around damaged or hazardous areas.
- Verify that site is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire site has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and outside the site as appropriate.

Section: Operations**Position: Search & Rescue Team Leader****Primary: Site Safety Leads****Alternate: Safety Ambassador****Reports to: Operations Chief****Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports site situation to the Operations Chief.**Special Equipment:**

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations**Position: Search & Rescue Team****Primary: Safety Ambassadors****Alternate: School Coordinator****Reports to: Search & Rescue Team Leader****Staffing****Characteristics:** Trained in Search & Rescue**Responsibility:** Check the site for damage, rescues victims, reports site situation to the Search & Rescue Team Leader.**Special Equipment:**

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.

- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash
- on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations

First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Site Safety Lead

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.

- Request assistance from the School Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times.**
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement

authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.

- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations**Position: First Aid & Medical Team****Primary: School Nurse****Alternate: Safety Ambassadors****Reports to:** First Aid & Medical Team Leader**Staffing****Characteristics:** Trained in first aid and CISM**Responsibility:** Works with a buddy to administer first-aid and arrange for transport of victims as necessary.**Special Equipment:**

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log

Start-Up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from site to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations**Position: Assembly Area****Primary: School Coordinators****Alternate: Data and Assessment Coordinator****Reports to: Operations Chief****Staffing****Characteristic:** Trained in managing large groups of students**Responsibility:** Ensure the care and safety of all students in site (except those who are in the First Aid & Medical Treatment Area).**Special Equipment:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If site is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the site as they exit, to make sure that all evacuates.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.

- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations**Position: Request Gate****Primary: Safety Ambassadors****Alternate: School Nurse****Reports to: Operations Chief****Staffing****Characteristics:** Site staff or volunteers**Responsibility:** Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.**Special Equipment:**

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated site.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in the site that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in the site but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations**Position: Release Gate****Primary: Safety Ambassadors****Alternate: School Nurse****Reports to: Operations Chief****Staffing****Characteristics:** Site staff or volunteers**Responsibility:** Assure proper reunification of student with parent or guardian at the Release Gate.**Special Equipment:**

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release

Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not in:

- Teacher makes appropriate notation on Student Release Form:
- "Absent"** if student was never in the site that day.
- "First Aid"** if student is in First Aid & Medical Treatment Area.
- "Missing"** if student was in the site but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence**Position: Planning & Intelligence Chief/Logistic Chief****Primary: Chief Business Officer****Alternate: Data and Assessment Coordinator****Reports to: Incident Commander****Staffing****Characteristics:** Vice Principal or someone familiar with site and its occupants**Responsibility:** Collection, evaluation, documentation, and use of information about the incident.**Equipment:**

- File box(es)
- Dry-erase pens and eraser
- Large map of site, laminated or covered with Plexiglas
- Forms:
 - Position Log

During:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan.

Section: Planning & Intelligence**Position: Documentation****Primary: School Clerk 1****Alternate: Teacher 1****Reports to: Planning Chief****Staffing**

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

**During:
Records:**

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with School Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.

- Check off staff roster. Compute number of students, staff, and others in the site for Situation Analysis. Update periodically.
- Report missing persons and site damage to Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning & Intelligence**Position: Situation Analysis****Primary: School Coordinator****Alternate: Operations and Human Resources Administrator****Reports to: Planning Chief****Staffing**

Characteristics: It is common for the **Planning & Intelligence Chief** to carry out these duties. A separate position checklist is here in the event the **Planning & Intelligence Chief** needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the site to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- Large map of site, laminated or covered with plexiglas
- File box(es)
- Map of local area

During:**Situation Status Map:**

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of site.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.

- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics
Position: Logistics Chief

Primary: Chief Business Officer

Alternate: Data and Assessment Coordinator

Reports to: Incident Commander

Staffing

Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Special
Equipment:**

- Cargo container or other storage facility with all emergency supplies stored in the site.
- Forms:
 - Site Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Operations and Human Resources Administrator

Alternate: School Coordinator

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

**Special
Equipment:**

- Cargo container or other storage facility and all emergency supplies stored in the site

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Finance Administrator

Alternate: Chief Business Officer

Reports to: **Incident Commander**

Staffing

Characteristics: Familiar with common financial record keeping standards – School Receptionist.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

**Special
Equipment:**

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If School personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.

- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Site/Facility Planning Teams
Safety Ambassadors
20232024-20242025

The designated Ambassadors are responsible for planning and implementation at the site. Site Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in site – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the site
- ✓ Share information at site meetings - Discuss safety at monthly site meetings
- ✓ Meet with new site staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent site rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)

- ✓ Update Site Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

AUDEO VALLEY CHARTER SCHOOL

Site	Safety Ambassador
Moreno Valley	Katherine Van

Updated May 2024

Child Abuse Reporting Procedures

All Audeo Valley certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Valley employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the school site, staff, and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-442-4918)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.
4. Please type or print legibly in black ink to avoid a time consuming callback.

5. "Narrative" - Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it on the referral.
6. Submit completed form as directed by Child Abuse Hotline personnel.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.
- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is:

<http://leginfo.legislature.ca.gov/>

Notification to Staff of Dangerous Students

- a. The School Coordinator will inform the appropriate school personnel of information received from the court and the Probation Department. Audeo Valley School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance, and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Audeo Valley Charter School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Valley Charter School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in any activity.

Any student who engages in discrimination of another student or anyone from Audeo Valley may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator for resolution. If not resolved, contact: The Chairperson of the Board of Directors.

Schoolwide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts 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 vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

Going To and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Valley students to understand safety guidelines and tips to follow to ensure their safety to and from the site. The following safety tips are reviewed annually with students and parents to help prepare all students for a safer journey.

1. Every student will have set schedule for arrival and departure from the site. When a student fails to arrive for their appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every students, parent, and guest is required to sign-in and out each time they arrive and depart the site. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the site.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the site. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encourage to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the site, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the site, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the site, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students

will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the site with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the site.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All staff and students shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on site. If there is a need for evacuation from the site, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted site evacuation plan
- Designated staff take along emergency release binder, sign-in sheets, emergency materials specified in disaster preparedness plan
- Using sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Audeo Valley Charter School will remain a safe place for students and adults.

Audeo Valley staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Audeo Valley Charter School.

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Valley Charter School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with 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 him/her 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.



Comprehensive Safety Plan

ALTUS SCHOOLS
EAST COUNTY
SY ~~2023~~2024-~~2024~~2025

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools East County.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Altus Schools East County Resource Centers Information and Street Map

Location

Resource Center (RC)/Office Name: **El Cajon – Altus Schools East County**

RC/Office Address: Westfield Shopping Mall - 111 Fletcher Parkway, El Cajon, CA 92020

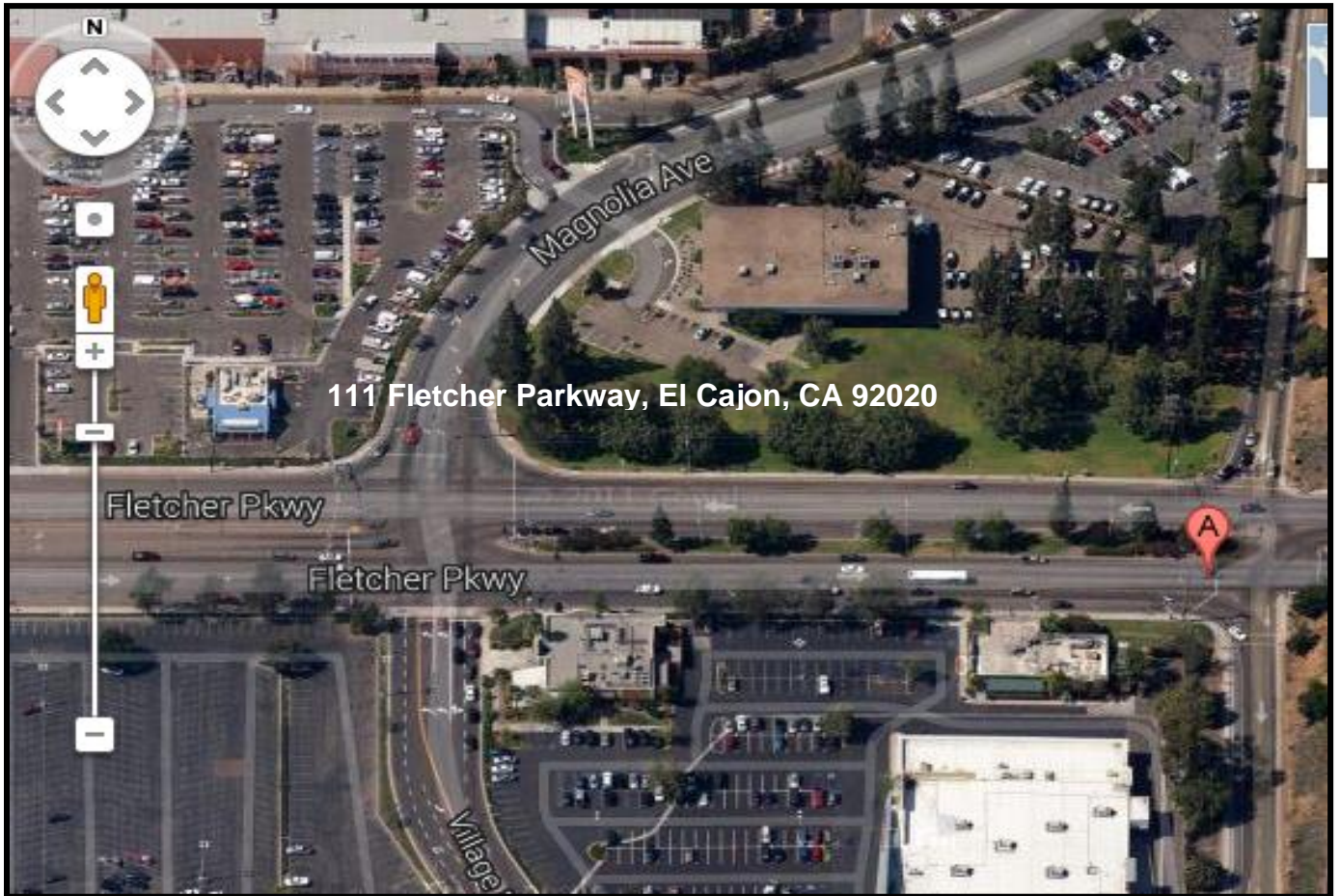
Directly behind Applebee's, next door to Metropolitan Credit Union

RC/Office Public Phone Number: 858-249-7018

RC/Office Fax Number: 619-588-1546



El Cajon Aerial Map



Location

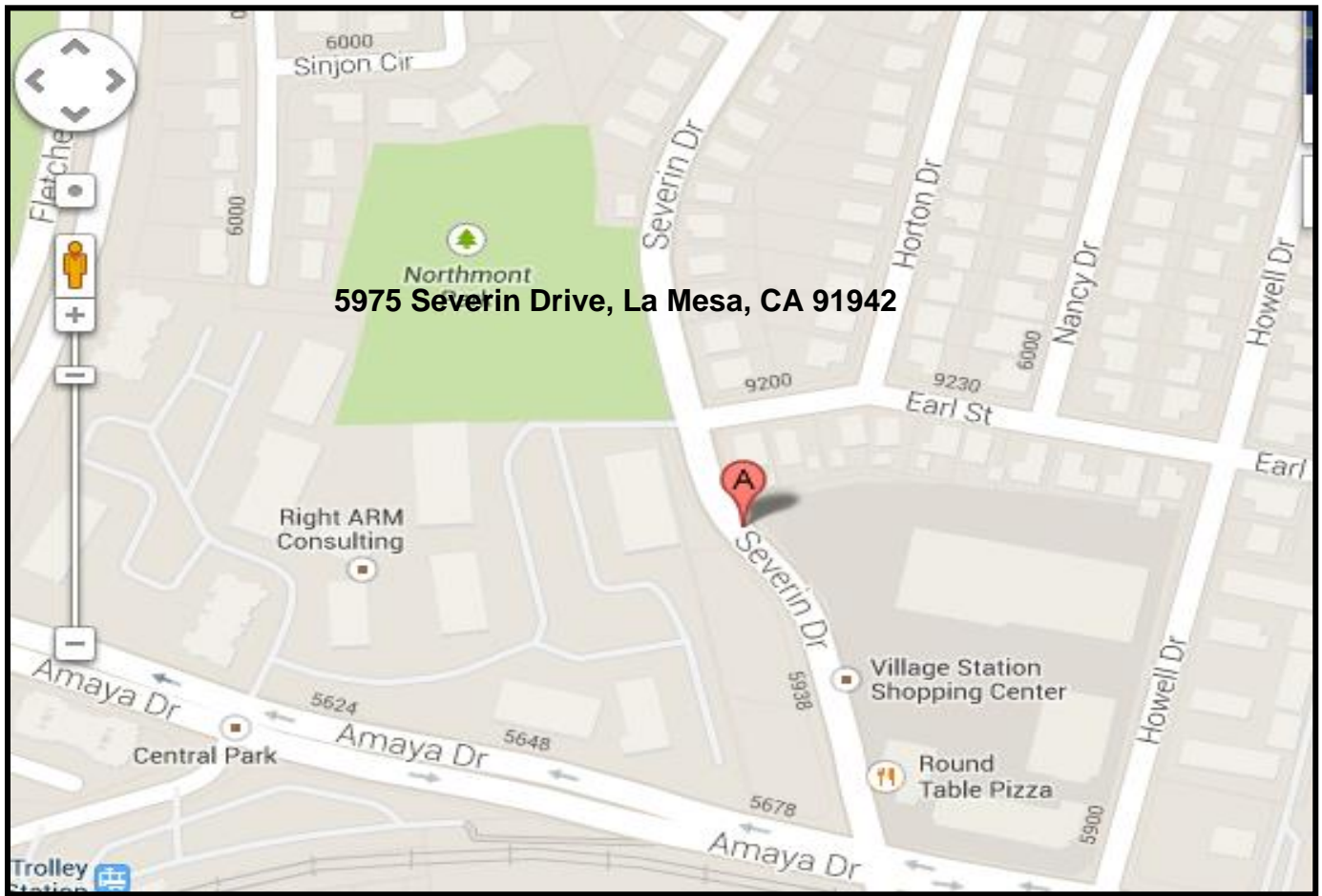
Resource Center (RC) Name: **La Mesa**

RC Address: 5975 Severin Dr., La Mesa, CA 91942

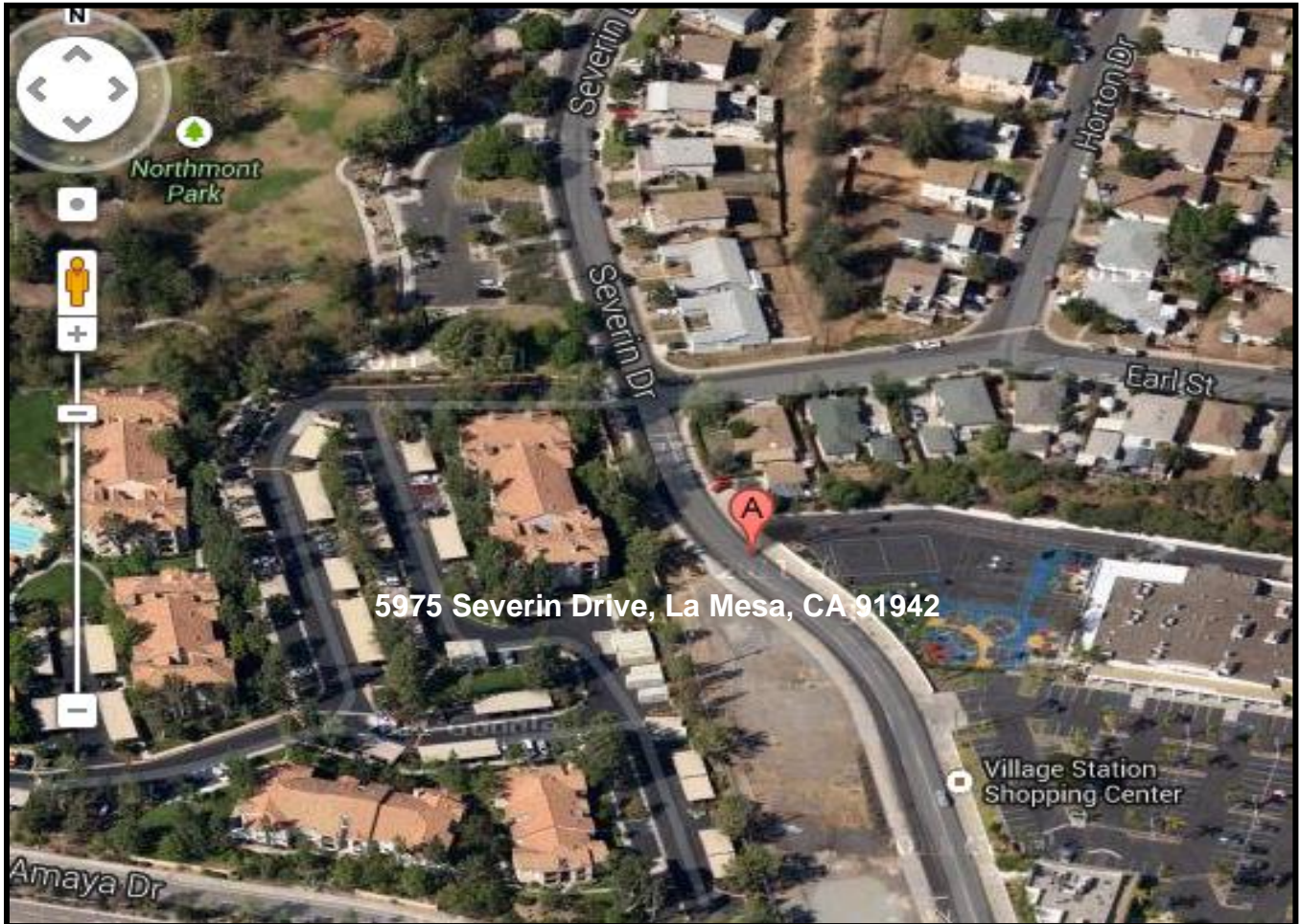
Located in the Village Station Shopping Complex

RC Public Phone Number: 858-249-7018

RC Fax Number: 619-588-1546



La Mesa Aerial Map



Location

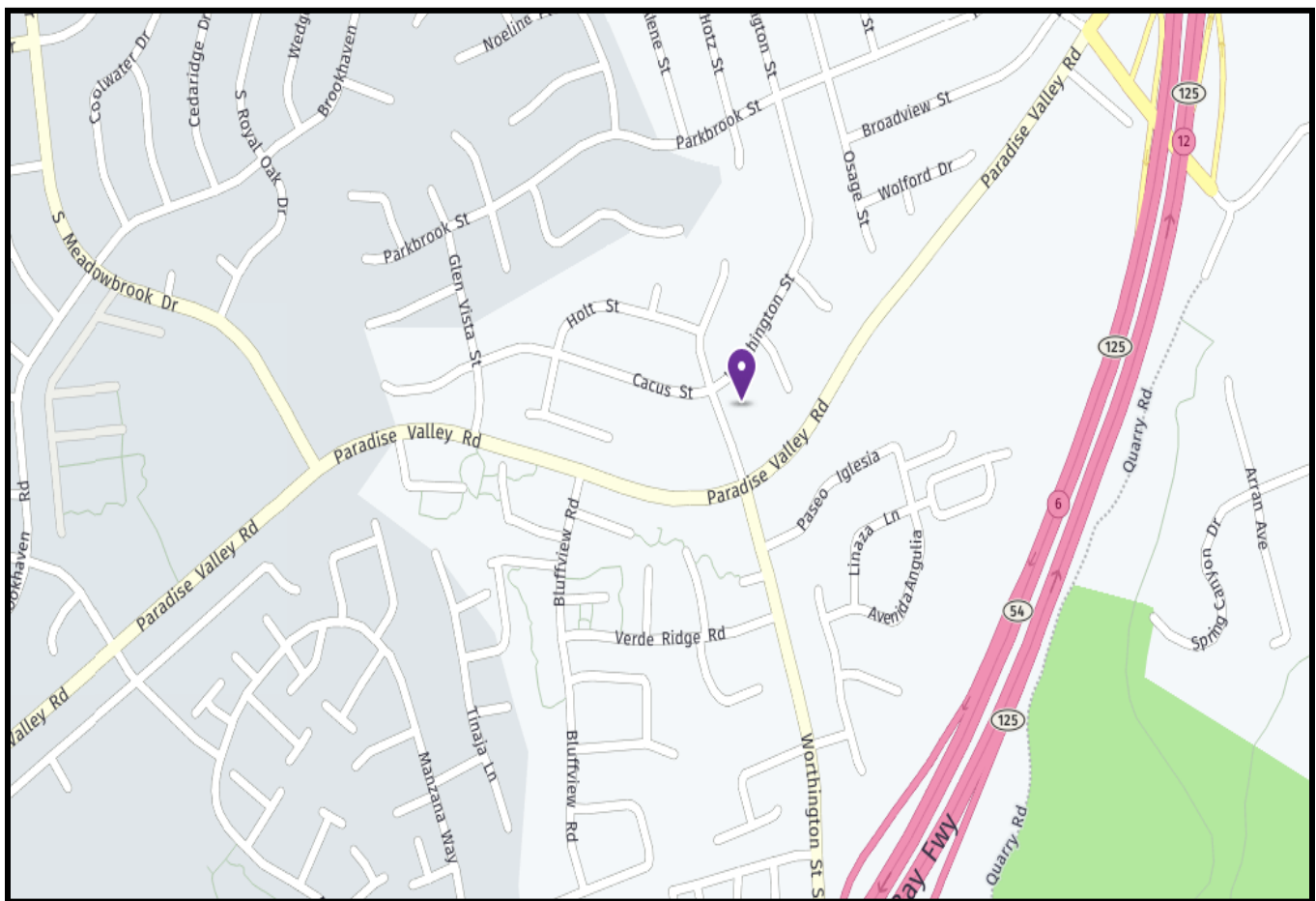
Resource Center (RC) Name: **Paradise Valley**

RC Address: 123 Worthington Street, Suites 104-106, Spring Valley, CA 91977

Near the Seven Eleven Store

RC Public Phone Number: 858-249-7018

RC Fax Number: 619-588-1546



Paradise Valley Aerial Map



123 Worthington St., Stes. 104-106, Spring Valley, CA

Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools East County the crime data indicates that there have been no incidents of the last two years. ASEC staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	257	23-24yr	260	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total

numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools East County adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on complex • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools East County. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Business Officer	<i>Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools East County defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools East County will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)

2. Call 911
3. Contact EOT: Communicate essential information
Example: Describe the situation – clearly and calmly.
Who is involved?
Who's present/at the RC –staff/students/community?
Have the police been called? Have they arrived?
Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
6. Give students appraisal of situation
Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office
12. Remaining students will be brought to safe area designated by EOT
13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Altus Schools East County Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

<u>Emergency RC Call to Central</u>	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911 Orange (Serious) Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- Superintendent will declare need for emergency action.

- Superintendent, School Coordinator and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies Altus Schools East County Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent’s office by e-mail (mbixby@altusschools.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the south side of Fletcher Parkway, across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. STAY CALM.
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools East County administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff.

ParentSquare allows Altus Schools East County to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools East County emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc. After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time. Contact the Altus Schools East County Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the School Coordinator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.

- X Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.

- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.

- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.

- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@dca.dhs.gov



BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALLED FROM: _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breaths	<input type="checkbox"/> Static	
<input type="checkbox"/> Disquieted	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Flustered	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Stained		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other information: _____

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION**. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to office.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the School Coordinator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
"What can we do to make this better?"
"I understand the problem, and I am concerned."
"We need to work together on this problem."
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- X Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify District Office of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:

Emergency Light:

Computers:

Other:

C. Plan for Loss of Natural Gas

Heat:

Food Service:

Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status. Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.

- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".

- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: ACTIVE SHOOTER/ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.

2. **Options: Run, Hide or Fight**
 - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.

- Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

- a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
 3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
 - a. Provide as much information as possible (slow down – be calm):
 - State the emergency: "I hear gunfire." "I saw..."
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: "room __"
 - The number of children with you:
 - b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.
4. Special Topics
 - a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
 - b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.

- **Emergency Area Reunification**

- The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**

- A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the SCHOOL COORDINATOR/SAFETY AMBASSADOR and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options

3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- a) Maintain an adequate supply of fire extinguishers
- b) Ensure proper maintenance of fire prevention equipment

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan

- b) Ensure combustible materials are stored in fireproof containers
- c) Provide fire prevention materials to before/after school program staff
- d) Hold fire extinguisher training for staff
- e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus
- f) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the "Wildfire Evacuation Decision Tree" following this section.
- c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes
- d) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal
 - mandatory evacuation
 - shelter-in-place
 - campus closure

- e) Consider the following while implementing response action
 - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
- f) Contact families to notify of planned course of action
- g) Activate school Incident Command Team, as necessary
- Reunification Team
 - h) Ensure all staff and students are accounted for
 - i) Ensure that access roads are kept open for emergency vehicles
 - j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
 - k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
 - b) If evacuating or sheltering-in-place, take emergency backpack and student kits
 - c) Maintain control of the students a safe distance from the fire and firefighting equipment
 - d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
 - e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
 - f) Serve in any designated position on the Incident Command Team
- a) Shut classroom or office door after all individuals have exited
 - b) Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to district office
- c) Provide information to media

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

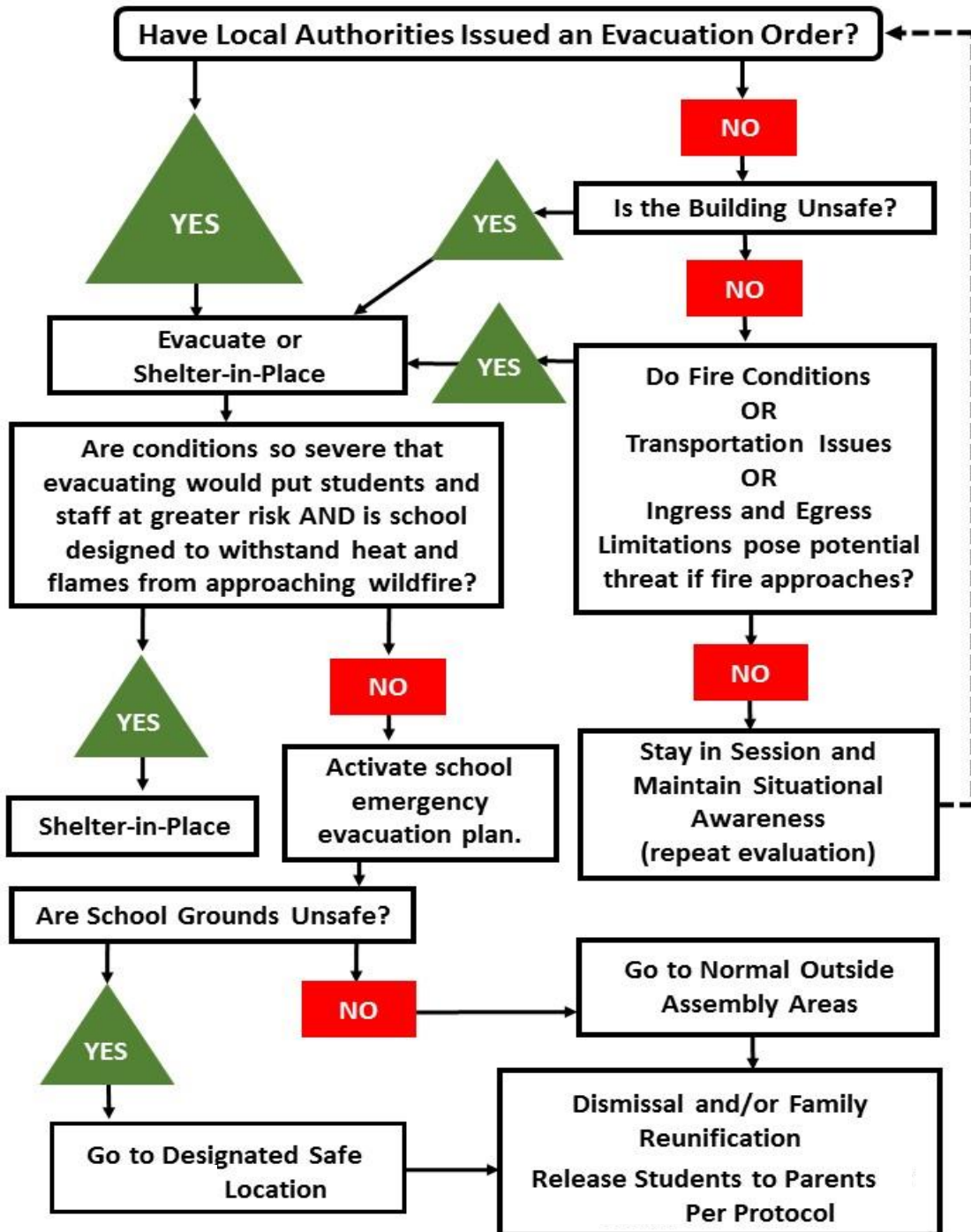
- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools East County has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools East County's primary goal in the fight against opioids and fentanyl use is prevention.

Altus Schools East County will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol).

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older

people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Altus Schools East County **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the

user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and

naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: Additional Support

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
 - **Debrief with students and staff present and assess further needs for support.**
 - **Complete an Accident Report Form.**
- Follow up with assigned school nurse for additional support.**

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians¹ 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 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 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 or 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 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

¹ 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.

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; 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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.
- 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 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 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 it 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 it 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 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 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 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 location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "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 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 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 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:

- 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.
- 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 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 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 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 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 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 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 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 location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "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 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.

u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator 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 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 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 parents/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 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:

- c. 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;
- d. 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
- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools East County School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Altus Schools East County is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools East County shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools East County may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ☐Pants sagging below the waist
- ☐Beachwear or sleepwear, including bedroom slippers
- ☐Shorts/skirts 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 vulgar/profane language and/or images
- ☐Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law
LOITERING LAW COMPLIANCE:
SY ~~2023~~2024-20242025

*Daytime Loitering of Students in Public Places on
School Days*

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile’s parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.

- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____ Date: _____

Going to and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools East County students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools East County students and parents to help prepare all Altus Schools East County students for a safer journey.

1. Every Altus Schools East County student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.
8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Altus Schools East County staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Altus Schools East County is and will remain a safe place for students and adults.

Altus Schools East County staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Altus Schools East County.

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools East County will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with 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 him/her 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.

Child Abuse Reporting Procedures

All Altus Schools East County certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools East County employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of

the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.

2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412
2. Send the original to School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111
2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

“Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the

Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
La Mesa Police	911	619-667-1400
National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
El Cajon Police	911	619-579-3311
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS EAST COUNTY:

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools East County Safety Coordinator	619-757-0028	858-678-2045 Business Office
Altus Schools East County School Coordinator	630-290-3034	858-678-3908 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander

Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent year book.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School School Coordinator oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

- **Request Gate** – processes requests by parents or authorized adults for release of students
- **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

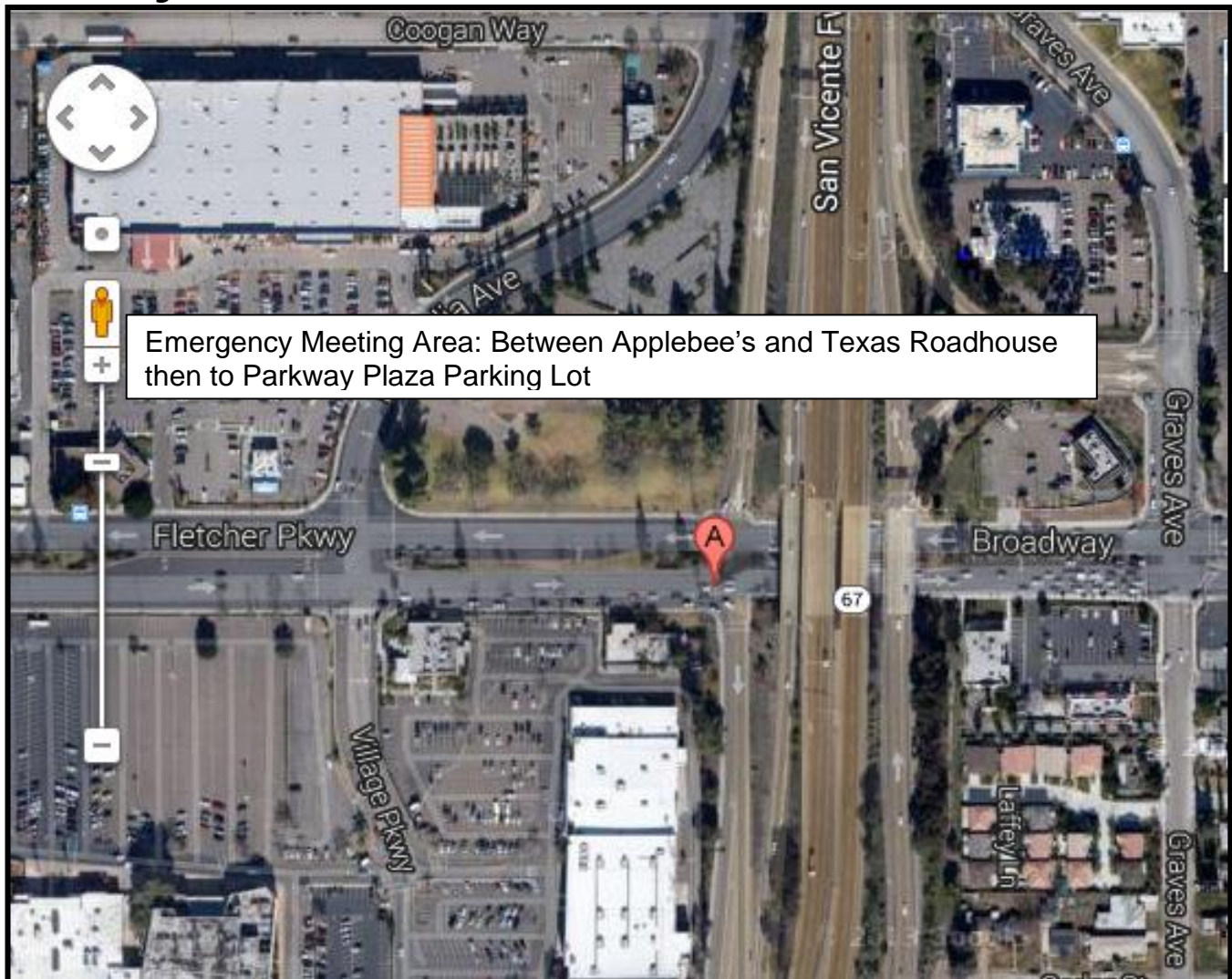
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

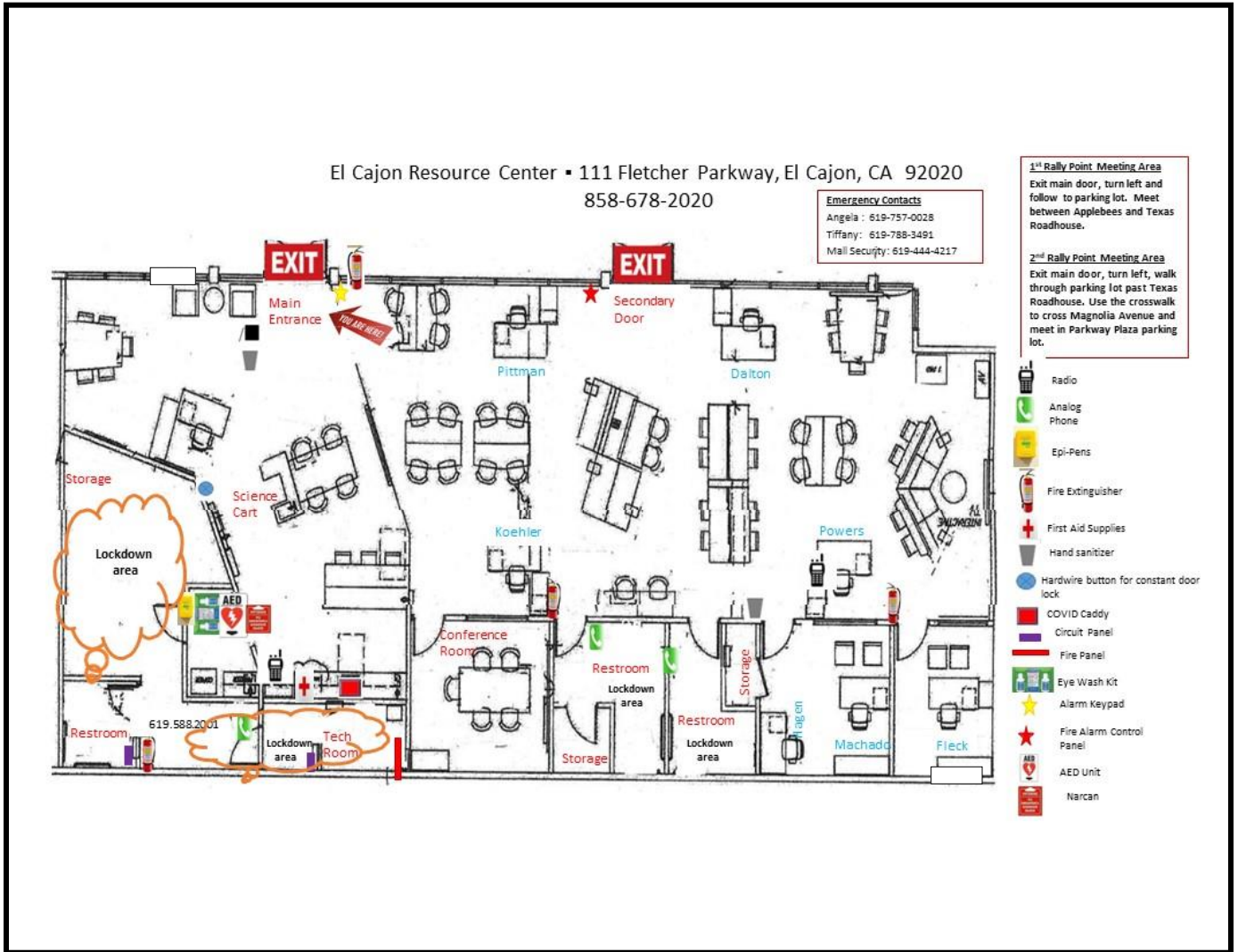
El Cajon: 111 Fletcher Parkway, El Cajon, CA 92020

Cross Street: North Magnolia Avenue

Emergency Meeting Area: Between Applebee's and Texas Roadhouse then to Parkway Plaza Parking Lot



El Cajon Plan



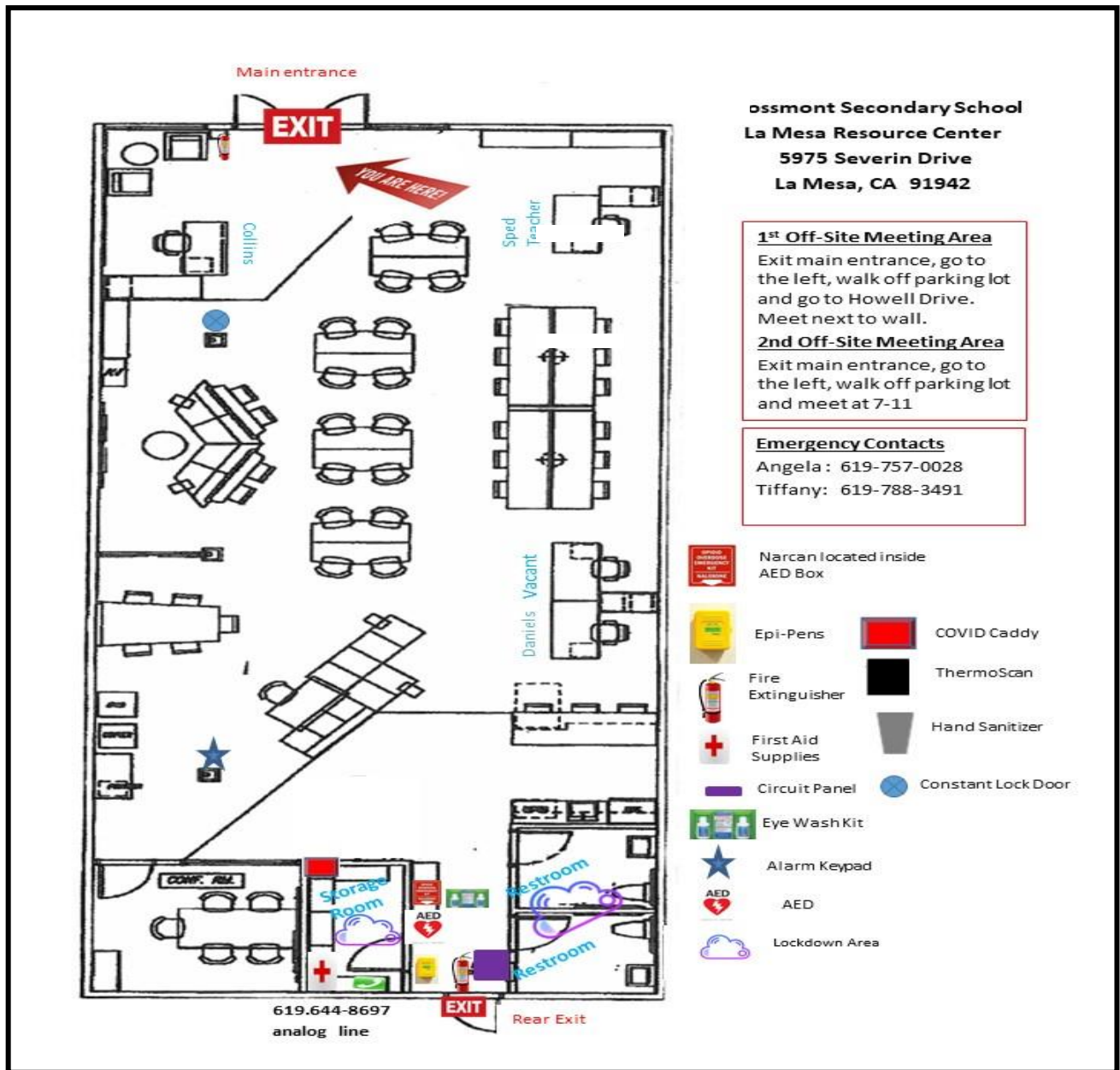
La Mesa: 5975 Severin Drive, La Mesa, CA 91942

Cross Street: Amaya Drive

Emergency Meeting Area: Howell Drive, Next to Wall then line up against North Wall in parking lot



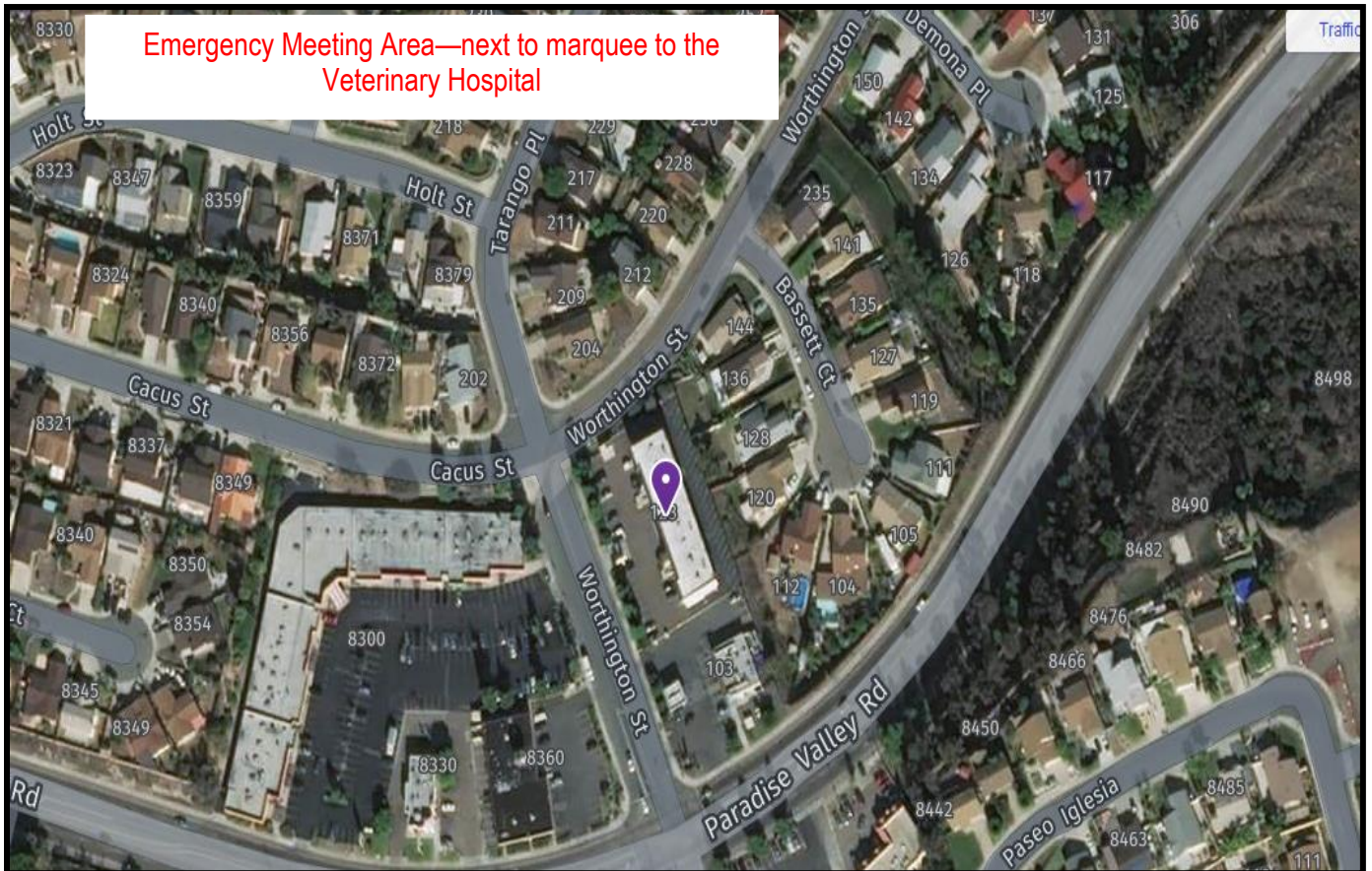
La Mesa Plan



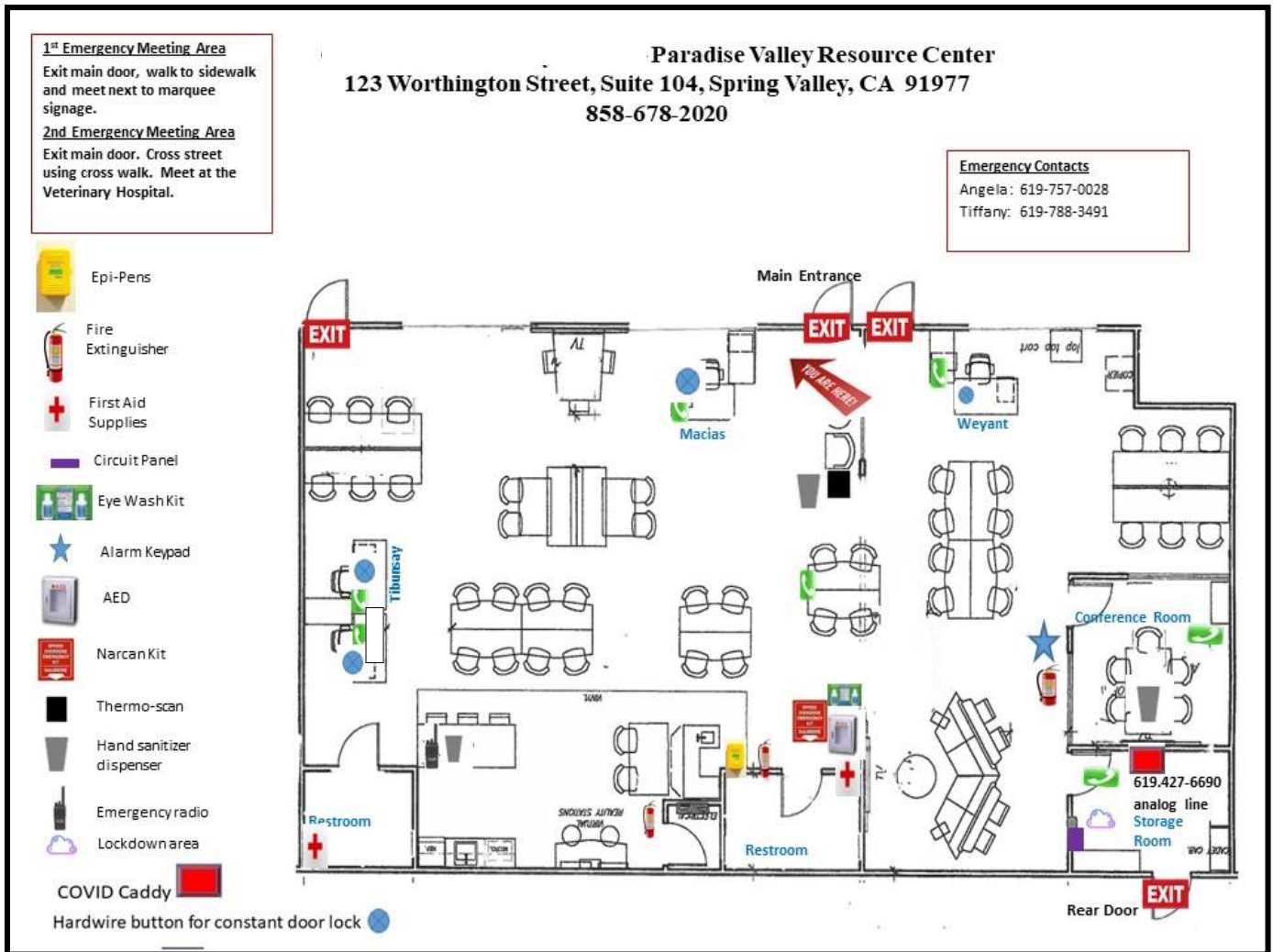
Paradise Valley: 123 Worthington Street, Suite 104-106, Spring Valley, CA 91977

Cross Street: Paradise Valley Road

Emergency Meeting Area: Next to Marquee to the Veterinary Hospital



Paradise Valley Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near a Altus Schools East County RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare **“this is a lockdown”** alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Altus Schools East County Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Altus Schools East County Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:
2. Who declared the lockdown?
3. How did you hear about the need for a lockdown?
4. Where there any First Aid or Health matters during the lockdown? If so, please explain.
5. Is there a need for follow up to any students/parents?
6. Did you have enough communication, information, and resources during your lockdown?
7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

ALTUS SCHOOLS EAST COUNTY EMERGENCY LOCKDOWN SIGN-IN SHEET

(ALL persons in RC/building sign in) When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
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Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page _____ **of** _____

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of __**

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify the Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.



Fire/Earthquake Evacuation Drill Report

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?

See attached for needed items
 Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____

Date: _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP kit)

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains Safety Plan and other documents)
- Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights
- Duct Tape
- Pad of Paper Marker

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Science Cart First Aid Kit

- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3
- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost-benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.

5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other

weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive

school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age-appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop’s purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop’s purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly “escape” into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating

and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide

additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills.
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations.
 - Takes a lead in identifying the most appropriate preparedness activities for the school.
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school’s policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis.
 - Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and

- Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
 - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
 5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
 6. Prepare for logistics of the drill to ensure that:
 - Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
 7. Develop a communications plan that:
 - Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
 8. Establish a long-term follow up plan to support sustainability that considers:
 - What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and

- When follow-up should be conducted and how often.

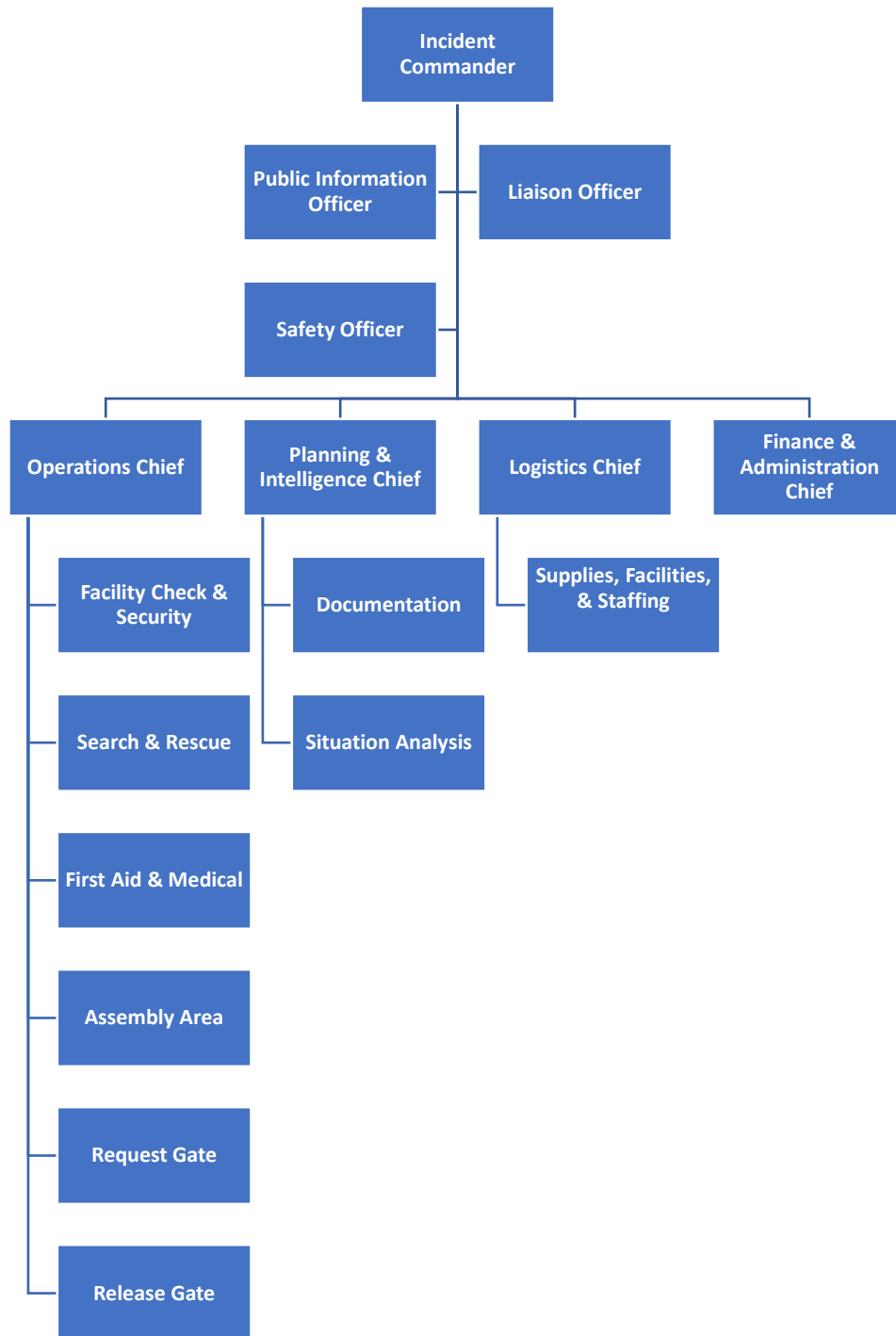
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team



Organizational Chart

INCIDENT COMMAND TEAM ASSIGNMENTS *(This assignment list identifies the names of individuals assigned to positions)*

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Develop and communicate revised incident action plans as needed.

- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your RC until the incident has been resolved.

After:

- Authorize deactivation of sections or units when they are no longer required.
- Deactivate the entire emergency response.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: Safety Officer

Reports To: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — "Everything's Going to Be OK."
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- Remind school/staff volunteers to refer all questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Reports to: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage to the Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.

- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.

- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- Start-Up Activities:**
- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and treatment records.
- Follow categories: Immediate, Delayed, Dead

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Position: Assembly Area

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.

- "Missing"** if student was in school but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- Dry-erase pens and eraser
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Reports to: Incident Commander

Staffing

Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special

Equipment:

- Cargo container or other storage facility with all emergency supplies stored.
- Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Altus Schools East County

RC/Facility Planning Teams

Safety Ambassadors*

~~2023~~2024-2024~~2025~~

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings; Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections
- ✓

Resource Center	Safety Ambassador
El Cajon	Travis Powers
La Mesa	Kelly Collins
Paradise Valley	Kelli Weyant

Comprehensive Safety Plan



**SY ~~2023~~2024-
~~2024~~2025**

**ALTUS SCHOOLS
SOUTH BAY**

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools South Bay.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

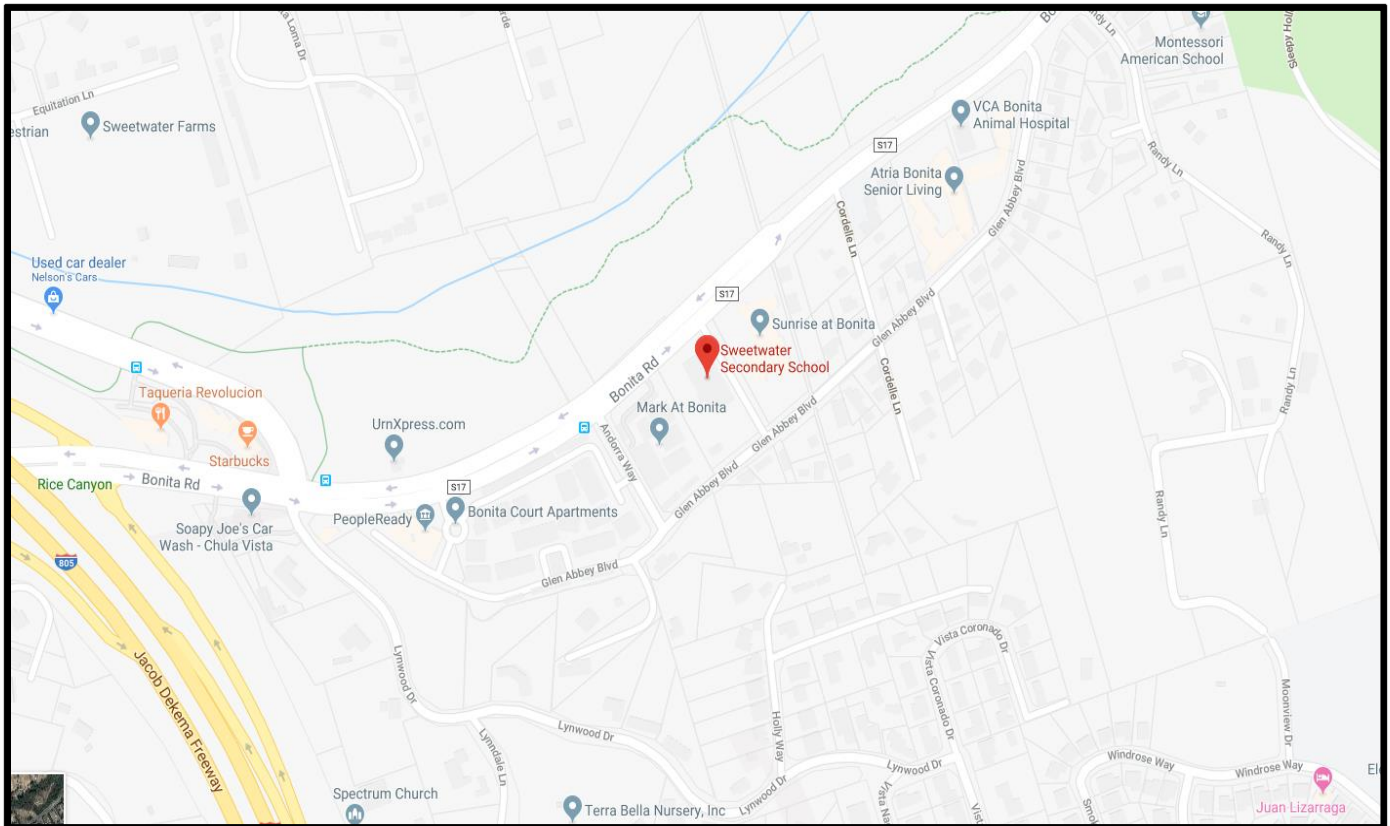
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Altus Schools South Bay Office/Resource Centers Information and Street Map

Location

RC/Office Name: **Bonita Training Center/ Bonita Resource Center**
RC/Office Address: 3252 Bonita Road, CA 91910
RC/Office Public Phone Number: 858-249-7019
Office Fax Number: 619-476-0276

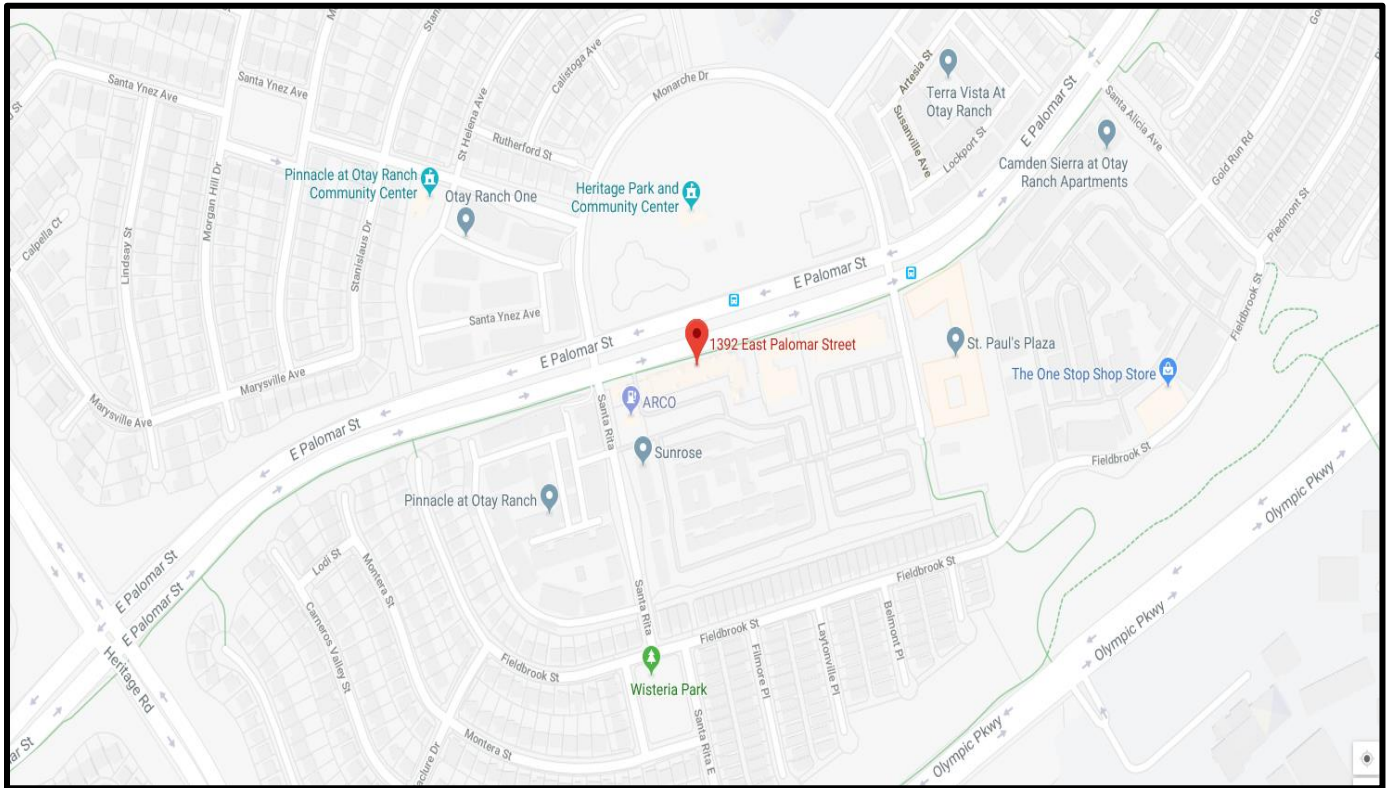


Bonita Aerial Map

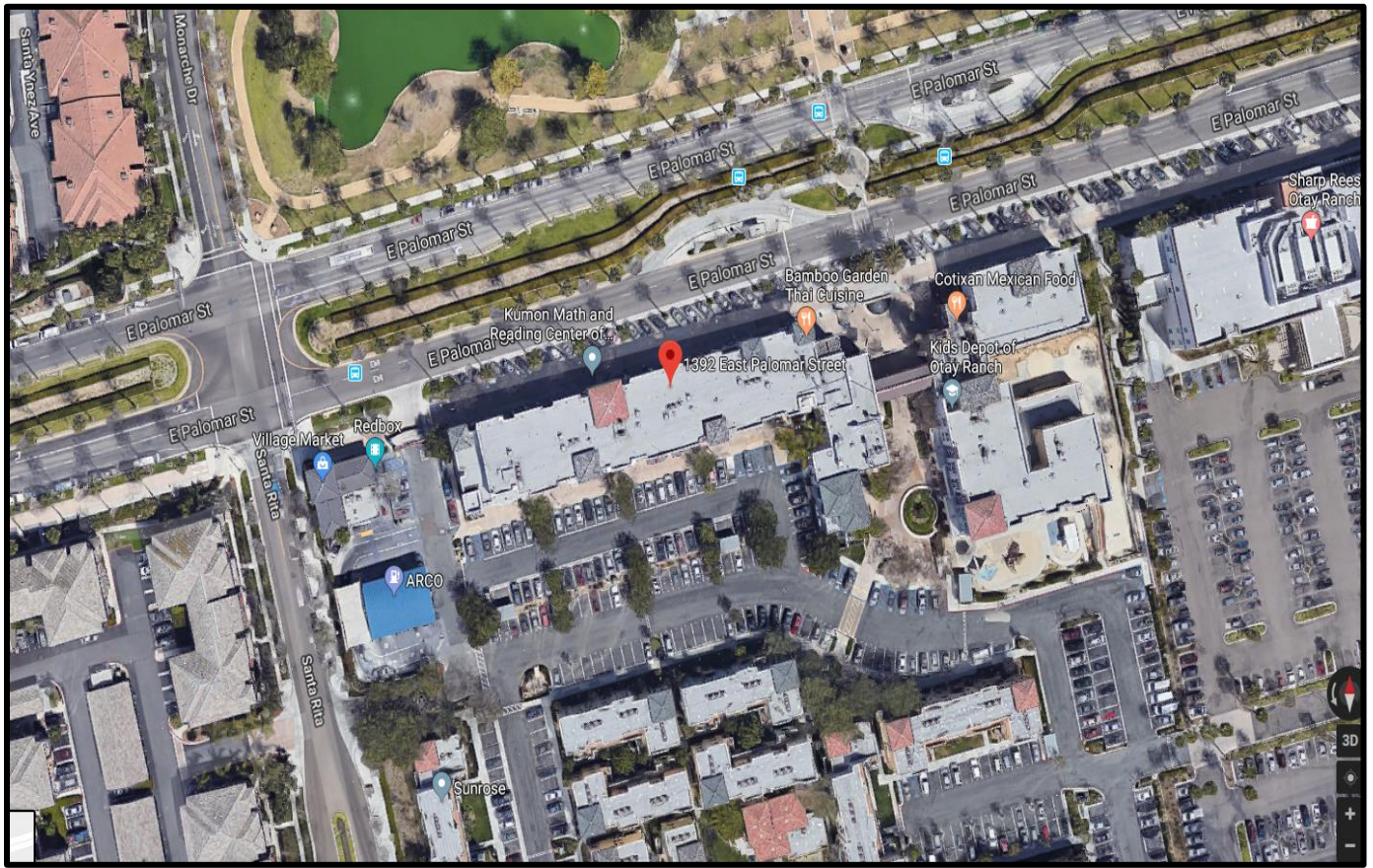


Location

Resource Center (RC) Name: **Heritage Plaza (Otay Ranch)**
RC Address: 1392 E. Palomar St., # 202, Chula Vista, CA 91913
RC Public Phone Number: 858-249-7019
RC Fax Number: 619-476-0276

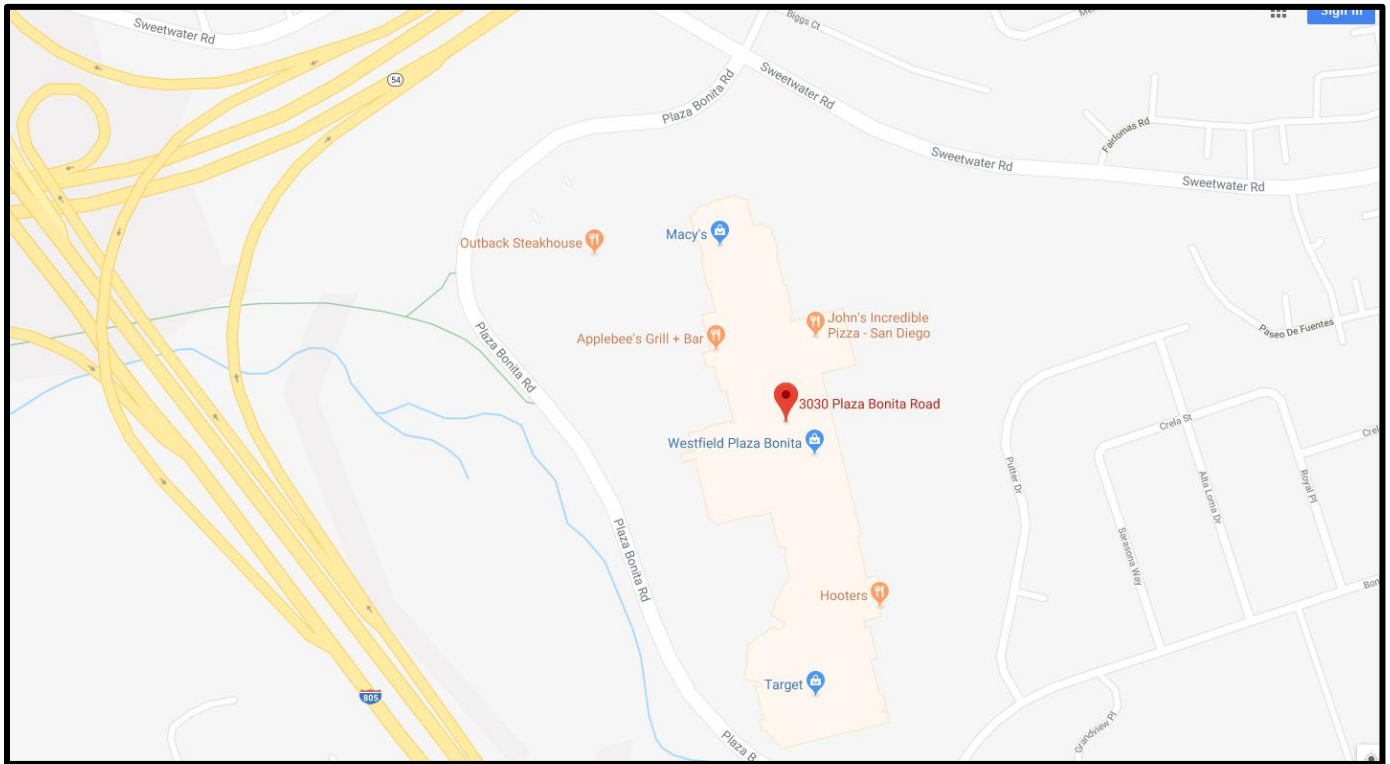


Heritage Plaza (Otay Ranch) Aerial Map



Location

Resource Center (RC) Name: **Plaza Bonita**
RC Address: Westfield Shopping Mall-3030 Plaza Bonita Road, Ste.1000
National City, CA 91950
Enter the Macy's wing on first floor, destination is on the left side
RC Public Phone Number: 858-249-7019
RC Fax Number: 619-476-0276

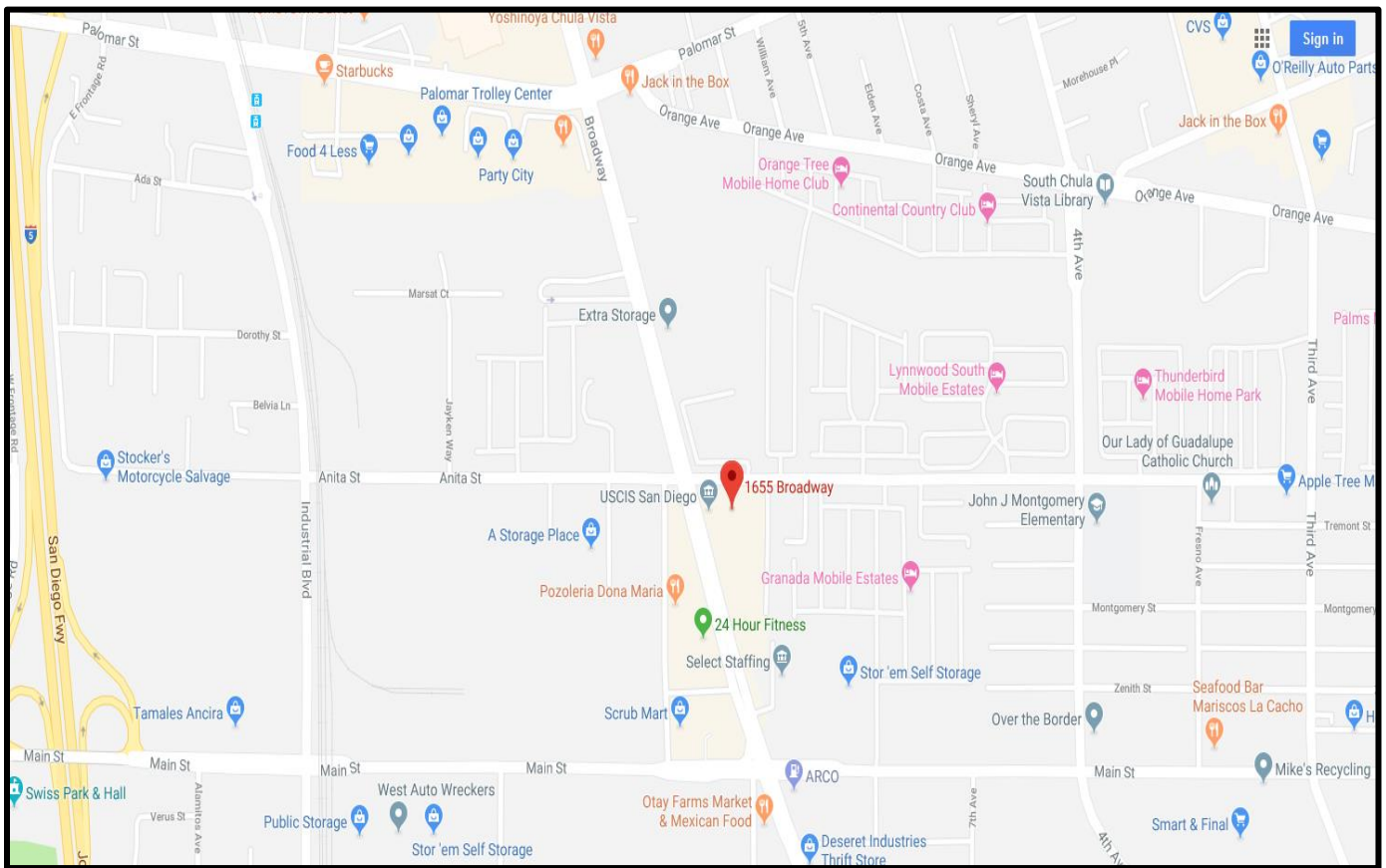


Plaza Bonita Aerial Map

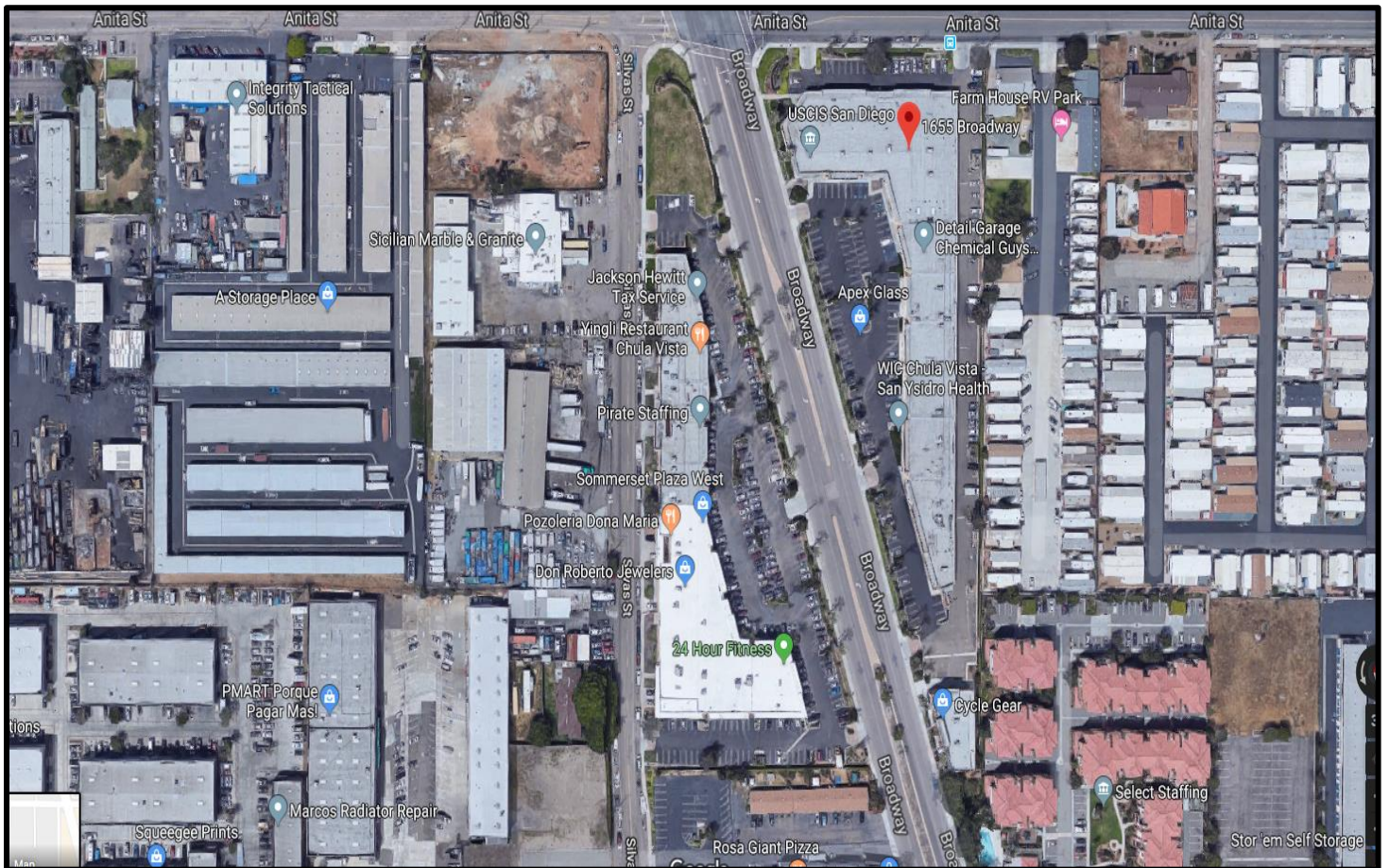


Location

Resource Center (RC) Name: **Sommerset (Chula Vista)**
RC Address: 1655 Broadway, Suites 13 & 14, Chula Vista, CA 91911
Broadway cor. Anita St., same complex as USCIS-Chula Vista
RC Public Phone Number: 858-249-7019
RC Fax Number: 619-476-0276



Sommerset Aerial Map



Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools South Bay the crime data indicates that there have been no incidents of the last two years. ASSB staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	369	23-24yr	374	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools South Bay adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff • Intruder on complex • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools South Bay. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Business Officer	<i>Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools South Bay defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools South Bay will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information
 - Example:* Describe the situation – clearly and calmly.
 - Who is involved?
 - Who's present/at the RC –staff/students/community?
 - Have the police been called? Have they arrived?

Who else has been notified?

What have you done so far?
Is anyone hurt? Describe injury.

4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
6. Give students appraisal of situation
Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office
12. Remaining students will be brought to safe area designated by EOT
13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens

- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Altus Schools South Bay Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

<u>Emergency RC Call to Central</u>	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- Superintendent will declare need for emergency action.

- Superintendent, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- Superintendent notifies Altus Schools South Bay Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent office by e-mail (mbixby@altusschools.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the day of the week or the time of day or evening. It is important that employees who are to

make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. STAY CALM.
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools South Bay administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Altus Schools South Bay to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools South Bay emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Altus Schools South Bay Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the School Coordinator.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.
- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center**STAFF ACTIONS:**

- X Notify School Coordinator or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.

- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify School Coordinator or Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc., respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

• No return address	• Poorly handwritten
• Excessive postage	• Misspelled words
• Stains	• Incorrect titles
• Strange odor	• Foreign postage
• Strange sounds	• Restrictive notes
• Unexpected delivery	

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

BOMB THREAT CHECKLIST

DATE: _____ **TIME:** _____

TIME CALLER HUNG UP: _____ **PHONE NUMBER WHERE CALLED RECEIVED:** _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:


- Where is the caller located? (background level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breaths	<input type="checkbox"/> Static	
<input type="checkbox"/> Disoriented	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lip		
<input type="checkbox"/> Loud	Other information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@dsa.dhs.gov



EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION**. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to office.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- X Alert the School Coordinator/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.

- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE: UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify District Office of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:

Emergency Light:

Computers:

Other:

C. Plan for Loss of Natural Gas

Heat:

Food Service:

Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

- X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate

- to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
 - X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
 - X Provide follow-up collaborative support for the student and parents (as indicated) within the school
 - X Develop a safety plan prior to the student's return to school.
 - X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify School Coordinator/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.
- X Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice "respiratory hygiene etiquette".
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives,*

swords, etc.). *These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.

- Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- 3. Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
- State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):

- Your precise location: “room __”
 - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
 - Don’t run up to officers or attempt to hug or talk to them.
 - Don’t talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.
- **Emergency Area Reunification**
 - The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan. If needed, contact van dispatch for **EMERGENCY EVACUATION**.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Coordinator/safety ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options
 3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers are appropriately maintained
- e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONSGoal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals: 1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of Action: **SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the "Wildfire Evacuation Decision Tree" following this section.
- c) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal

- mandatory evacuation
- shelter-in-place
- resource center closure
 - d) Consider the following while implementing response action
 - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
 - e) Contact families to notify of planned course of action
 - f) Activate school Incident Command Team, as necessary
 - Reunification Team
 - g) Ensure all staff and students are accounted for
 - h) Ensure that access roads are kept open for emergency vehicles
 - i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
 - j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting resource centers/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or

cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to district office

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of
Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONSGoal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

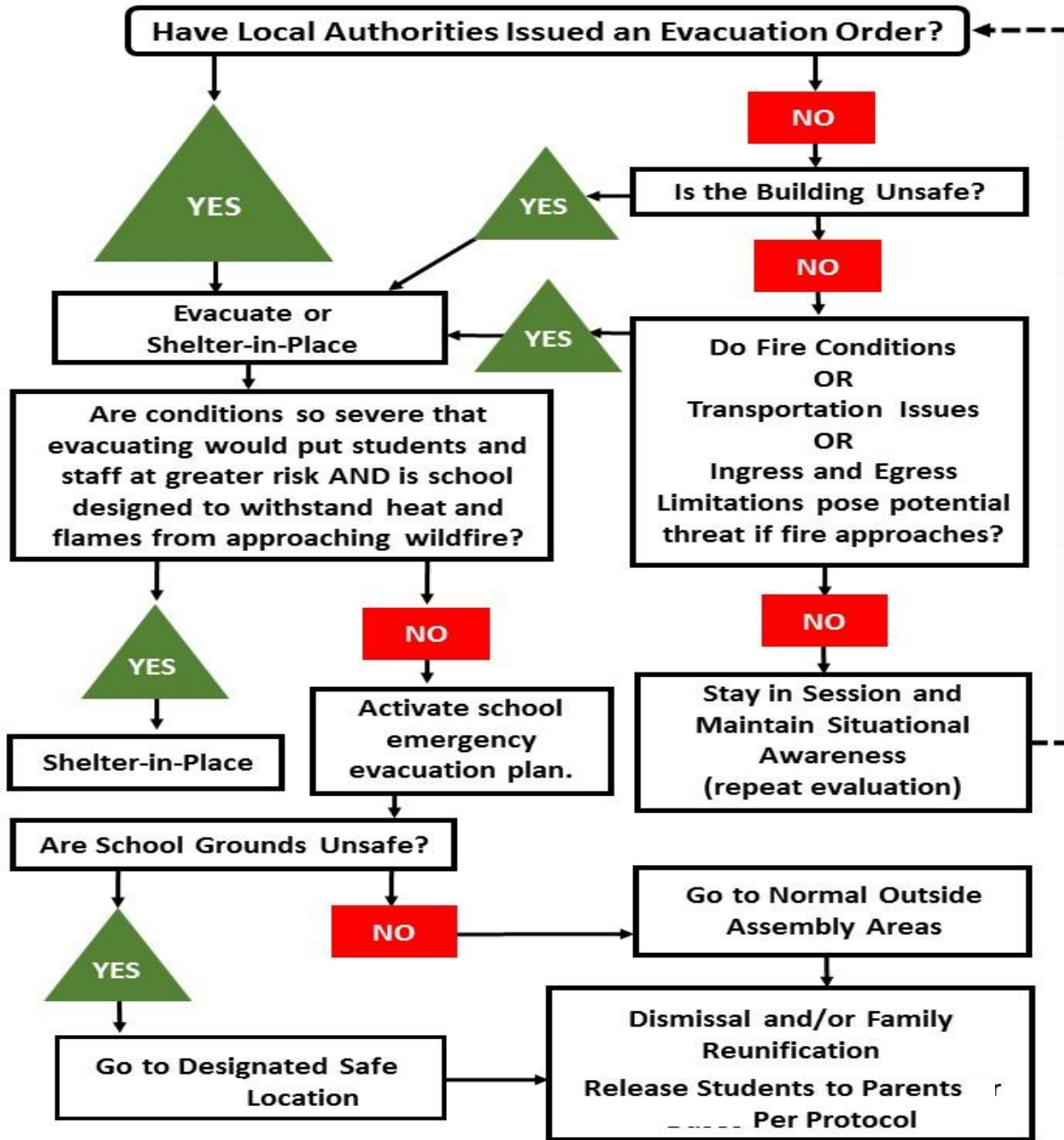
Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONSGoal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools South Bay has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools South Bay's primary goal in the fight against opioids and fentanyl use is prevention.

Altus Schools South Bay will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol).

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.
- For students, instruct staff member to contact the parent/guardian or emergency contact on file.
-

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Altus Schools South Bay **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.
Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~ Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~ Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~ Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice

¹ 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,

shall state that the policy and procedures are available on request at the 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 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 or 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 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; d) during, going to, or coming from a school-sponsored activity.

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.

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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.
- 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 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 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 it 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 it 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 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 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 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 location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a

profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "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 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 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 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:

- 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.
- 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 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 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 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 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 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 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 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 location, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "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 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.
- u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of

a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The School Coordinator 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 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 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 parents/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 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:

- c. 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;
- d. 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
- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools South Bay School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Altus Schools South Bay is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools South Bay shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools South Bay may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts 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 vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

Loitering Law

LOITERING LAW COMPLIANCE:

SY ~~2023~~2024-20242025

*Daytime Loitering of Students in Public Places on
School Days*

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- "Adult" means any person twenty-one (21) years of age and older.
- "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- "Juvenile" means any person under eighteen (18) years of age.
- "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- "Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- "Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____ Date: _____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools South Bay students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools South Bay students and parents to help prepare all Altus Schools South Bay students for a safer journey.

1. Every Altus Schools South Bay student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent or guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.

6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.
8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Altus Schools South Bay staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Altus Schools South Bay is and will remain a safe place for students and adults.

Altus Schools South Bay staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Altus Schools South Bay.

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools South Bay will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with 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 him/her 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.

Child Abuse Reporting Procedures

All Altus Schools South Bay certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools South Bay employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.
5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

- 1. Fax form to Child Abuse Hotline (858) 467-0412**
- 2. Send the original to School Coordinator to place in a confidential locked file.**

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

- 1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111**
- 2. Send a copy to the School Coordinator to place in a confidential locked file.**

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency

immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.
- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.
- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police	911	619-691-5151

National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS SOUTH BAY:

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools South Bay Safety Coordinator	619-757-0028	858-678-2045 Business Office
Altus Schools South Bay Coordinator	630-290-3034	858-678-3908
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Bull Horn – recommend a minimum of one
- ☑ Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
- ☑ Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
- ☑ Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
- ☑ Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- ☑ Rosters - recommend a minimum of one set per room sorted by alphabet
- ☑ Steno Pads (5x7) – recommend one per Incident Command Team member (17)
- ☑ Pencils & Pens - recommend one each per Incident Command Team member (34)
- ☑ Copies of Forms
- ☑ Chalk - recommend twenty-five sticks, red in color
- ☑ 3x5 Cards – recommend one hundred
- ☑ Department or Placards
- ☑ First Aid & Medical Team Supplies
- ☑ Search and Rescue Team Supplies
- ☑ Vests for Key Personnel – recommend a total of 17 for Incident Command Team members

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are a file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises

allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)

- **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event
 - **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification

The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

Bonita RC/Bonita Training, Research and Development Center (Bonita):

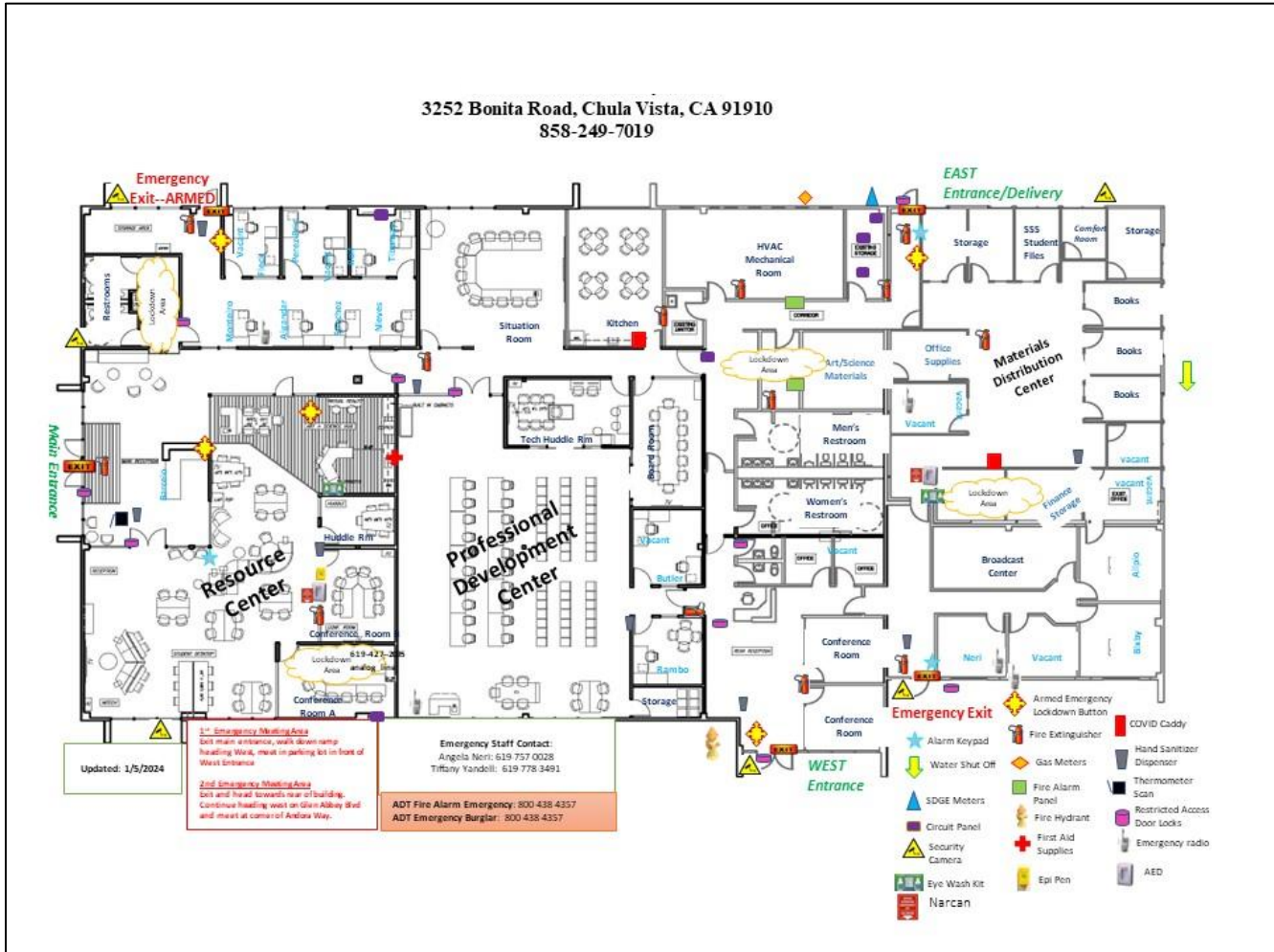
3252 Bonita Road, Chula Vista, CA 91910

Cross Street: Andorra Way

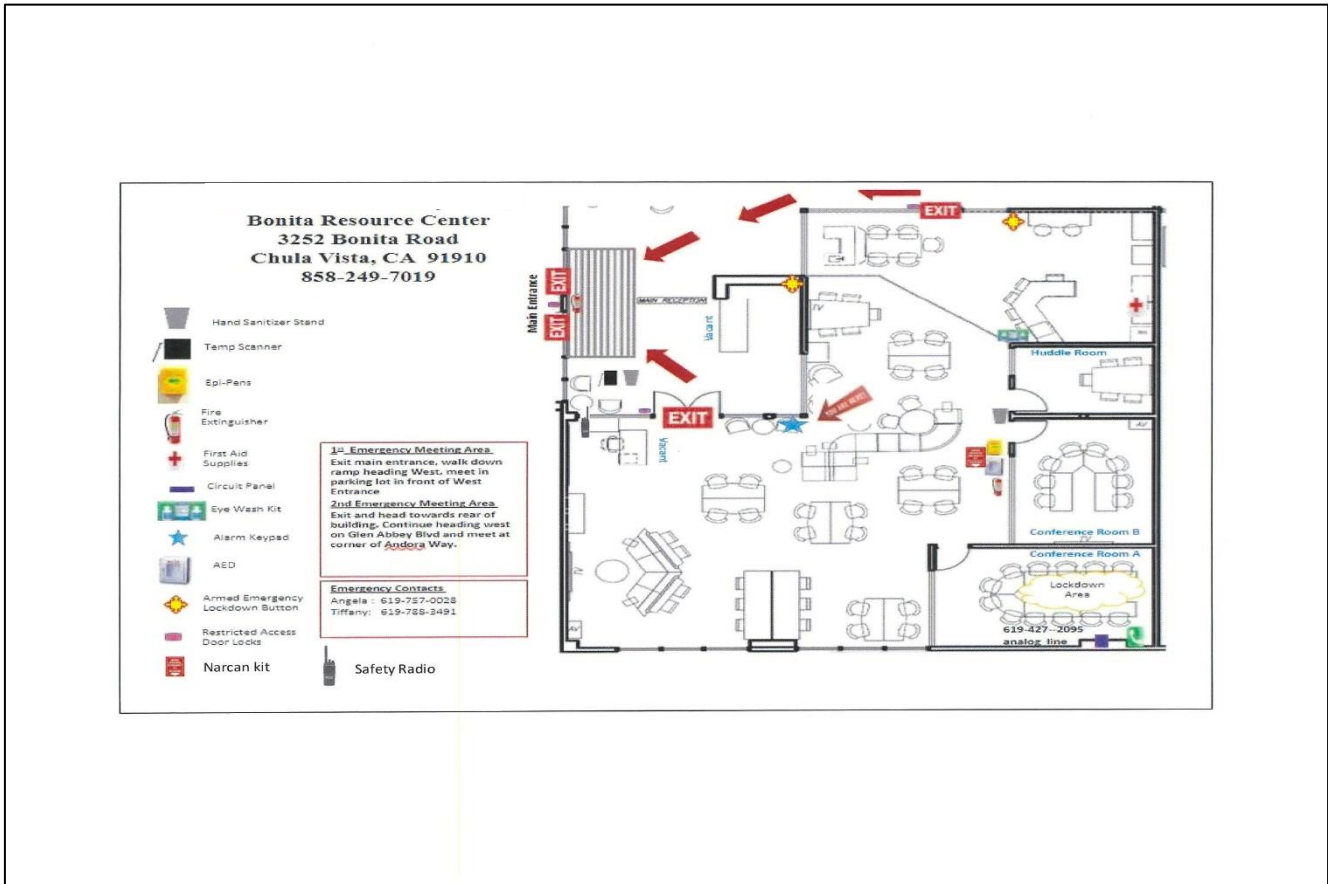
Emergency Meeting Area: Front of Building Next to Flag Pole to Vons in Bonita



Bonita Plan



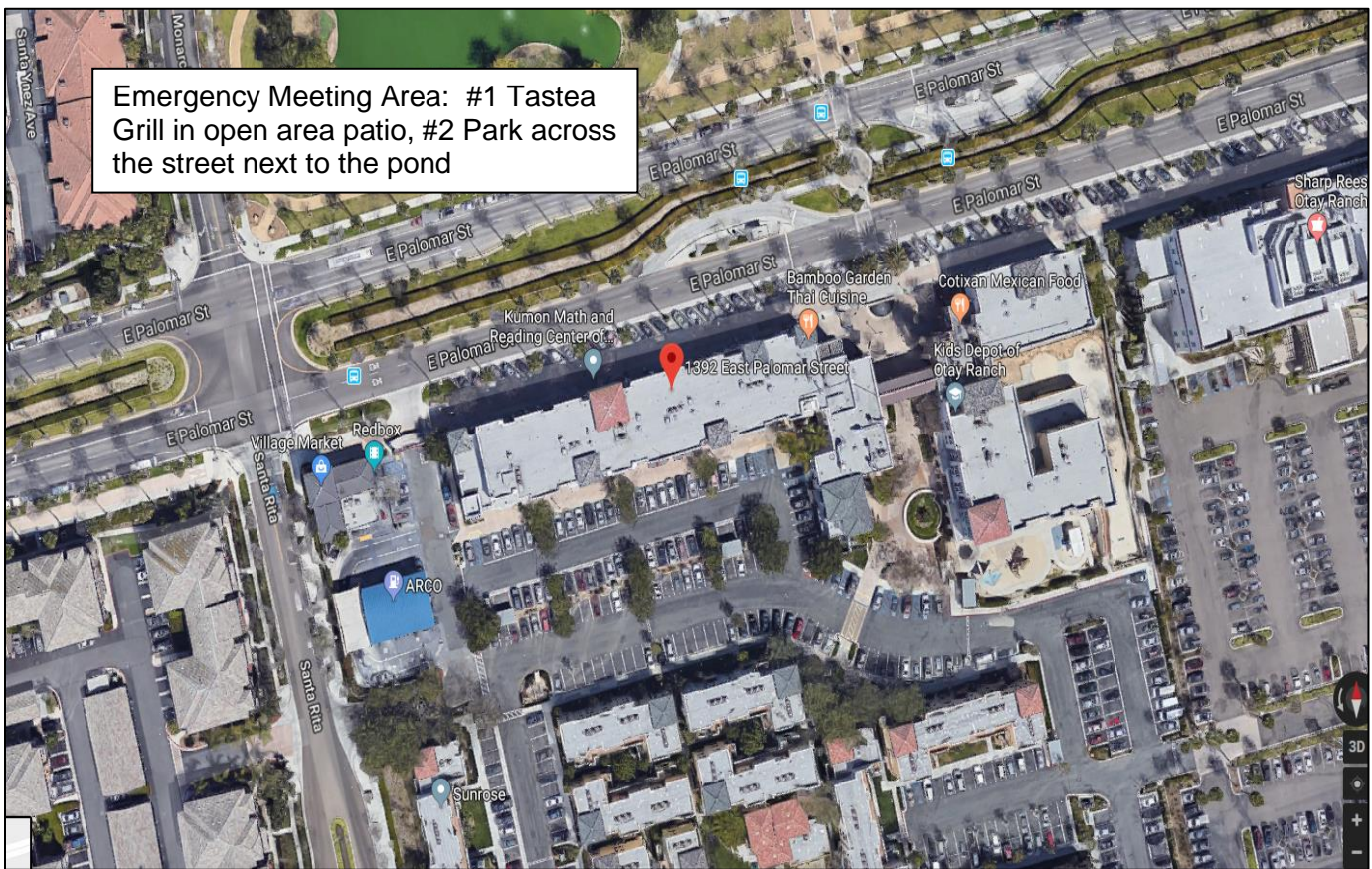
Bonita RC Plan



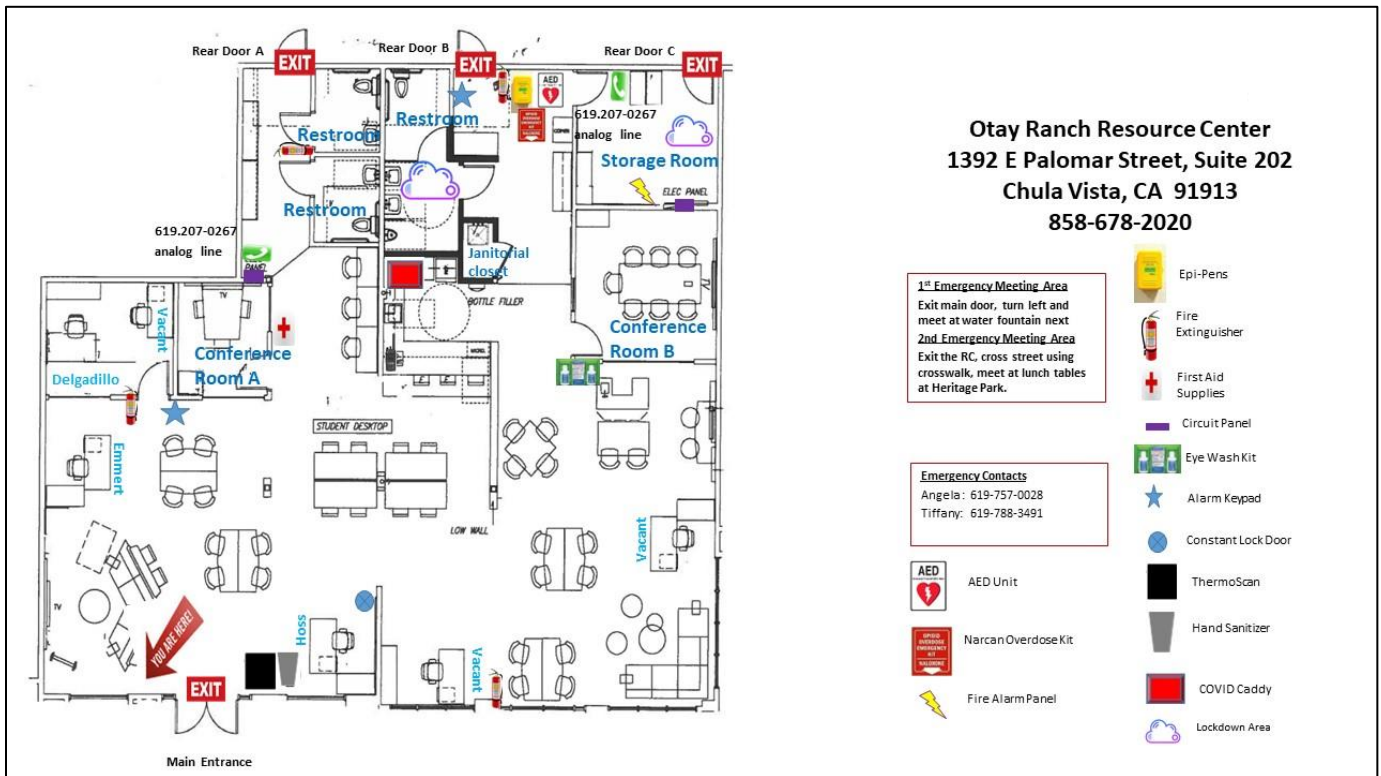
Heritage Plaza (Otay Ranch): 1392 E. Palomar St., #202, Chula Vista, CA 91913

Cross Street: Santa Rita Street

Emergency Meeting Area: #1 Tastea Grill in open area patio, #2 Park across the street next to the pond



Heritage Plaza (Otay Ranch) Plan



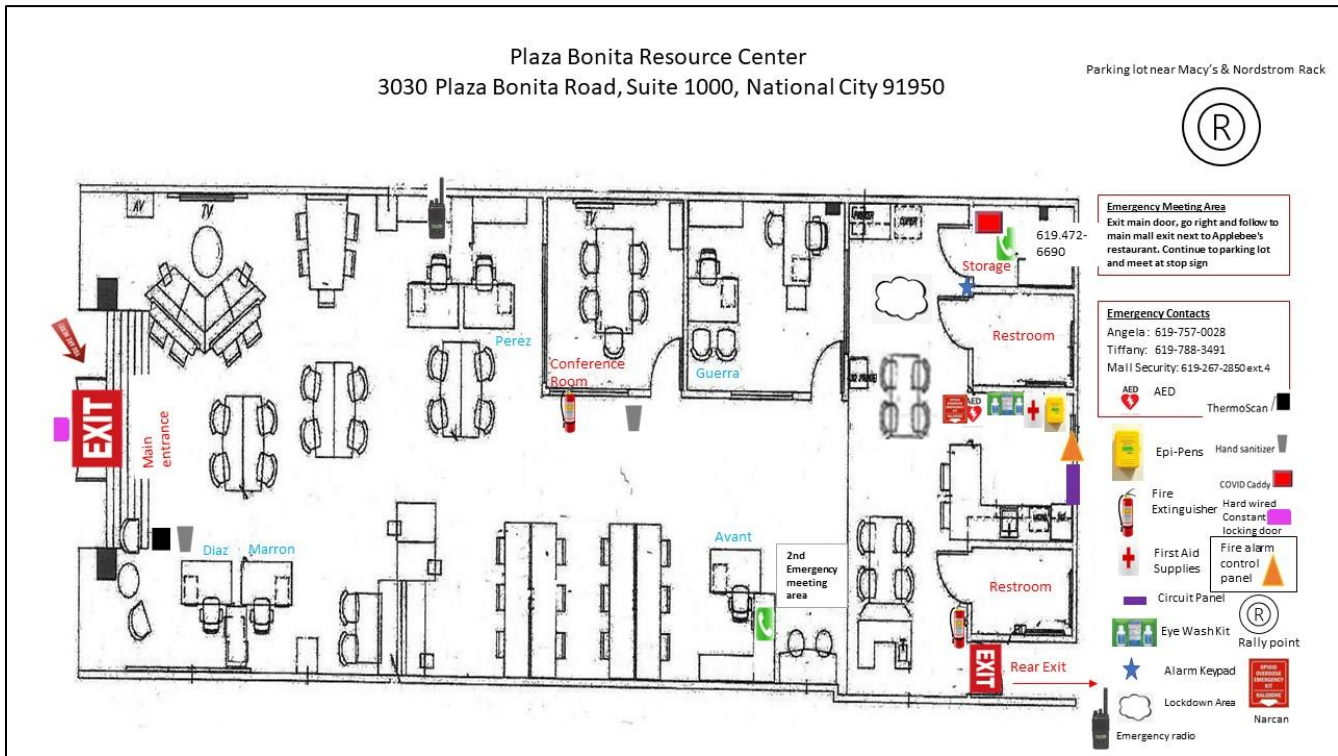
Plaza Bonita: 3030 Plaza Bonita Road, National City, CA 91950

Cross Street: Sweetwater Road

Emergency Meeting Area: Exit Near Applebee's Side Parking Lot then to the Stop Sign



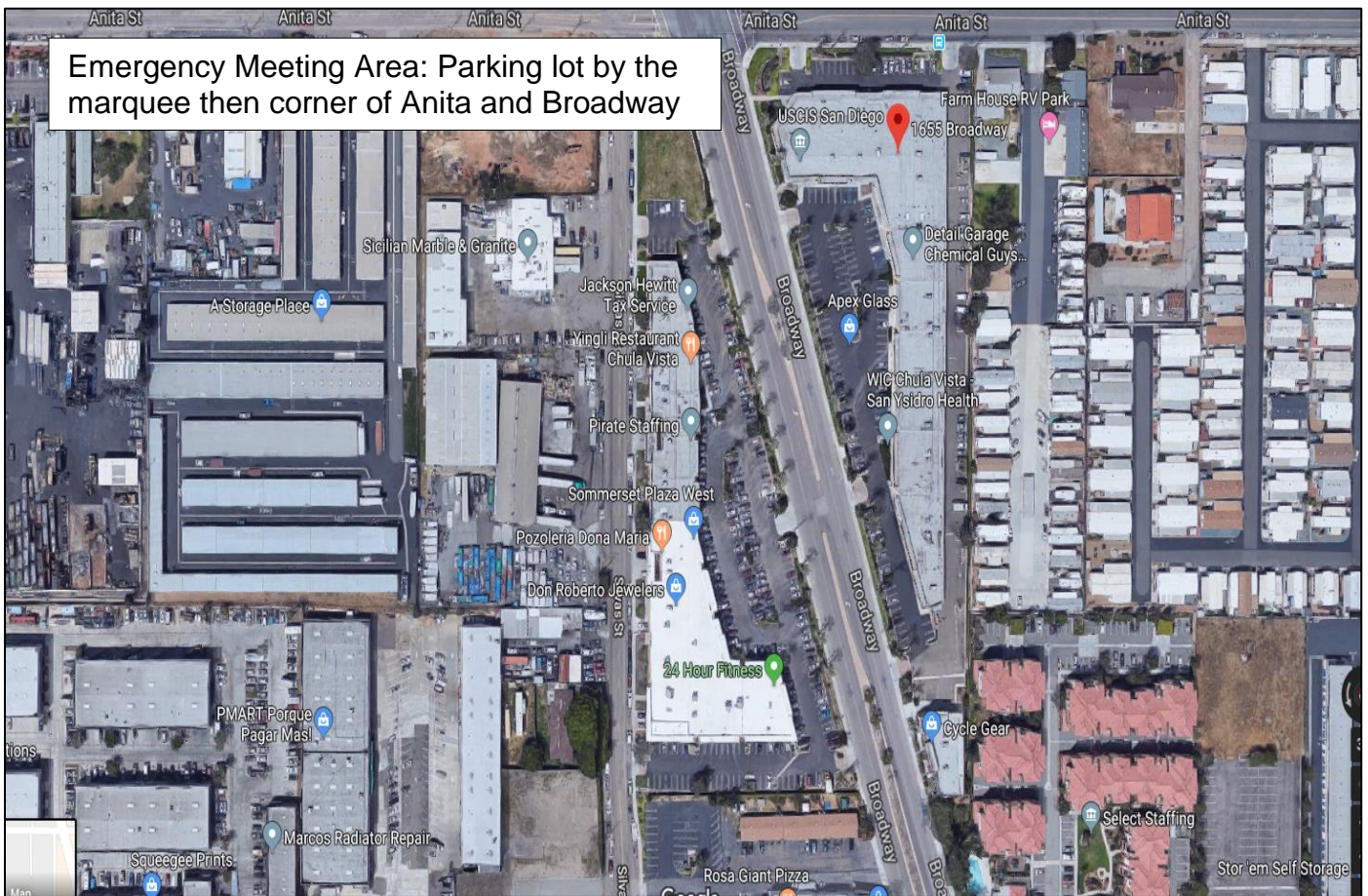
Plaza Bonita Plan



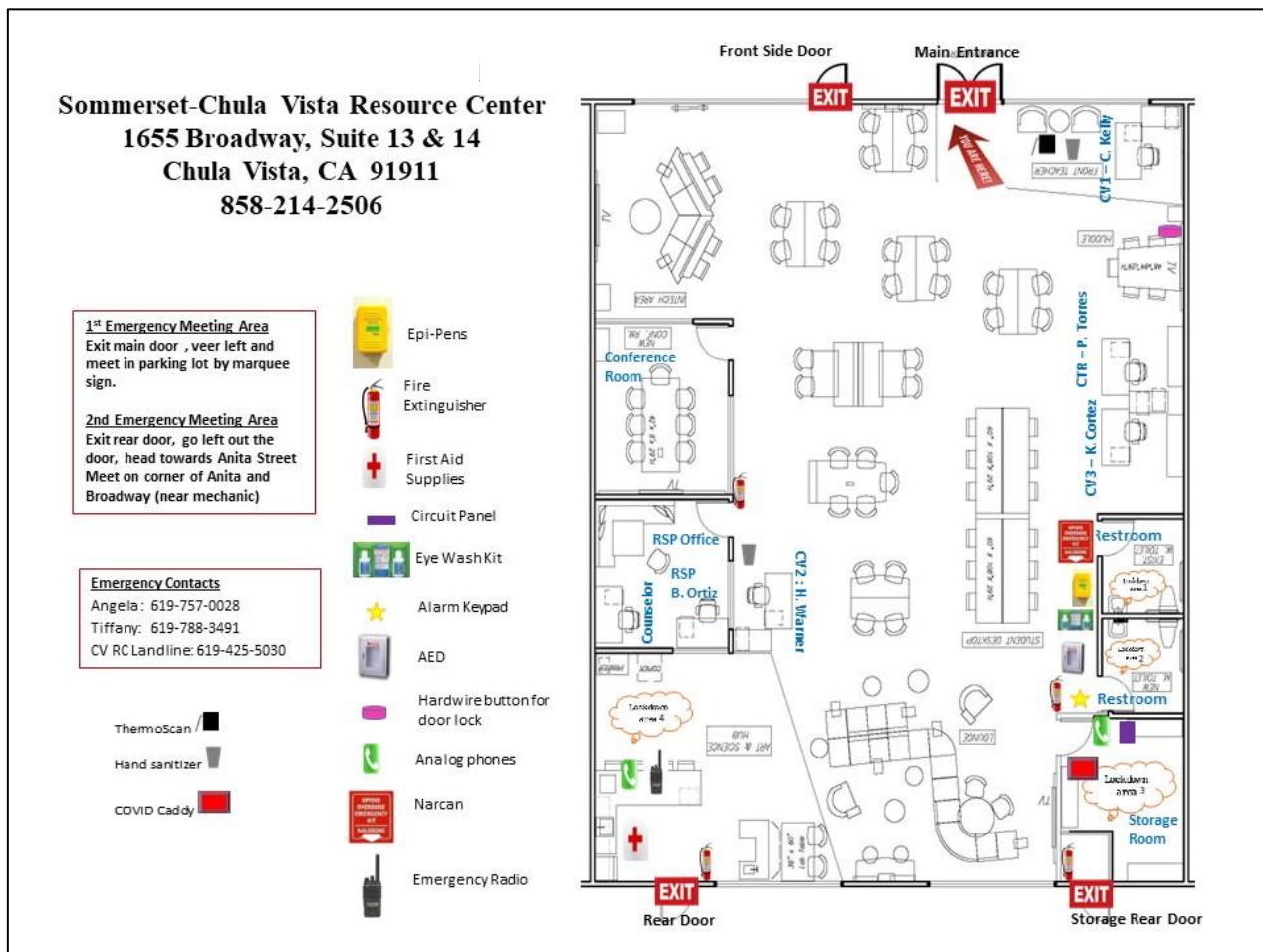
Sommerset (Chula Vista): 1655 Broadway, Suites 13&14, Chula Vista, CA 91911

Cross Street: Anita St.

Emergency Meeting Area: Parking lot by marquee then corner of Anita and Broadway Streets



Sommerset Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near an Altus Schools South Bay RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare “**this is a lockdown**” alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Altus Schools South Bay Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.

ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.

11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Altus Schools South Bay Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief

- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:
2. Who declared the lockdown?
3. How did you hear about the need for a lockdown?
4. Where there any First Aid or Health matters during the lockdown? If so, please explain.
5. Is there a need for follow up to any students/parents?
6. Did you have enough communication, information, and resources during your lockdown?
7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.**

Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ Date: _____

Date Report Received: _____

ALTUS SCHOOLS SOUTH BAY EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in RC/building sign in)

When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
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Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

20				
21				
22				
23				
24				

Page _____ ***of*** _____

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 1 of __**

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 2 of __**

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 3 of __**

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:

Signature of Parent/Guardian:	Form of ID:	Checked By:
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EMERGENCY RELEASE SIGN OUT RECORD**PAGE 4 of __**

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
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	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 5 of __**

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD**PAGE 6 of __**

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.



Fire/Earthquake
Evacuation Drill Report

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?

See attached for needed items

Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____

Date:

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains
- Safety Plan and other documents) Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights
- Duct Tape
- Pad of Paper Marker

Science Cart First Aid Kit

- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3
- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.

2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological

makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child’s developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). **Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.**

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to

danger for others as students unknowingly “escape” into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school's policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;

- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
 - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
 5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
 6. Prepare for logistics of the drill to ensure that:
 - Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
 7. Develop a communications plan that:
 - Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
 8. Establish a long-term follow up plan to support sustainability that considers:
 - What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

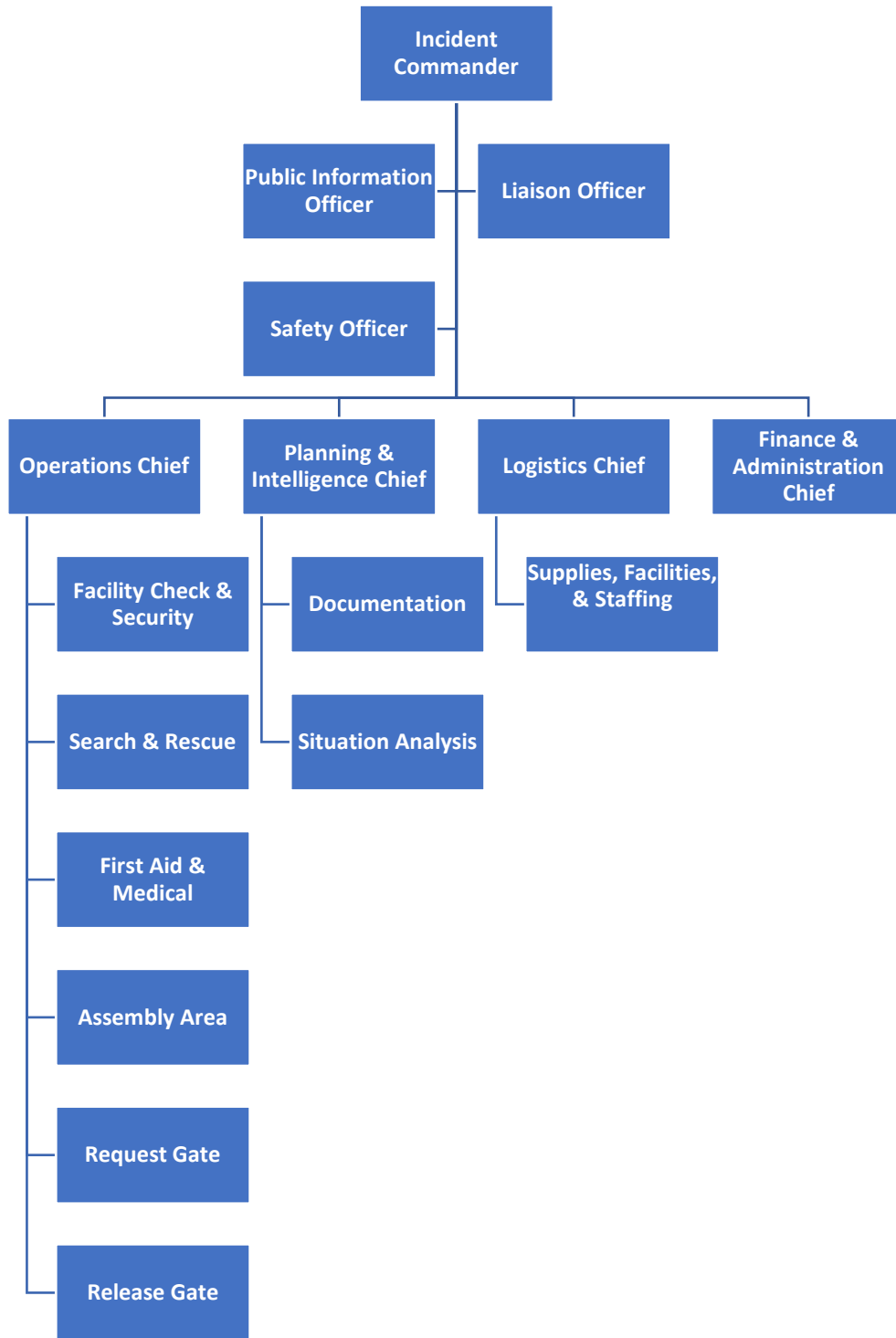
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Develop and communicate revised incident action plans as needed.

- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your RC until the incident has been resolved.

After:

- Authorize deactivation of sections or units when they are no longer required.
- Deactivate the entire emergency response.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: Safety Officer

Reports To: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — "Everything's Going To Be OK."
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- Remind school/staff volunteers to refer all questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Reports to: Incident Commander

Staffing

Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage to the Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

- Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.

- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent

unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.

- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- Start-Up Activities:**
- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and treatment records.
- Follow categories: Immediate, Delayed, Dead

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Position: Assembly Area

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.

- "Missing"** if student was in school but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence

Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special

Equipment:

- Dry-erase pens and eraser
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Reports to: Incident Commander

Staffing

Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special

Equipment:

- Cargo container or other storage facility with all emergency supplies stored.
- Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Altus Schools South Bay
 RC/Facility Planning Teams
 Safety Ambassadors*
20232024-20242025

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC
 Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR/RCA supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three days (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
 - ✓ Confirm that the Emergency Radio works properly (Channel 1)
 - ✓ Update Resource Center Emergency Exit Plan annually
 - ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Resource Center	Safety Ambassador
Bonita Training Center	Vielsy Monteiro

Bonita	Fernando Perez Pria
Heritage Plaza (Otay Ranch)	Matt Hoss
Plaza Bonita	Aimee Avant
Sommerset (Chula Vista)	Charlyn Kelly

Comprehensive Safety Plan



~~SY 2023~~2024-~~2024~~
2025



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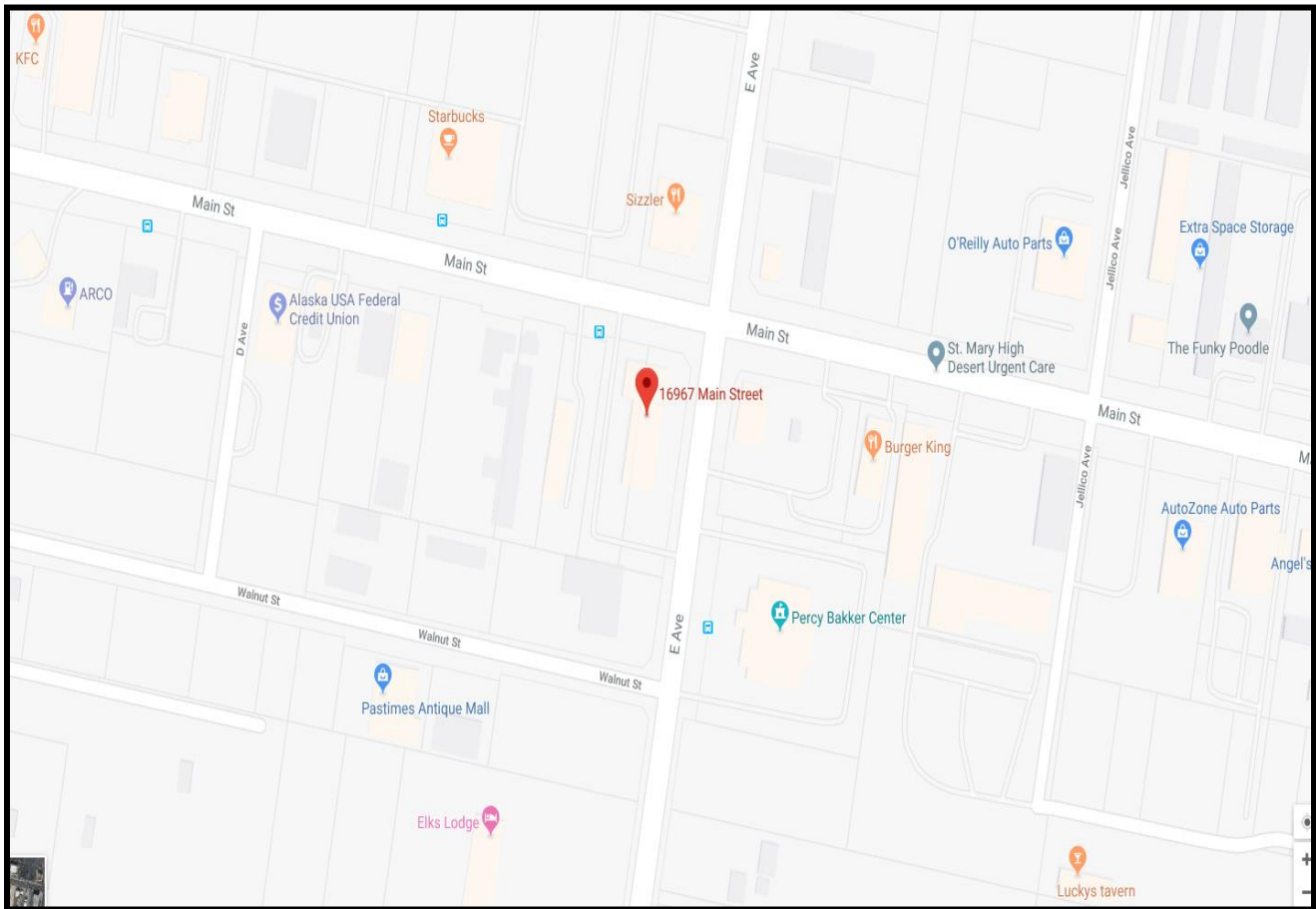
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Section II	Evacuation Plan for Mirus Resource Centers

Resource Centers Information and Aerial Map

Location	Main Street Resource Center
Address	16967 Main Street Ste. 107, Hesperia, CA 92345
Public Phone Number	<u>858-249-7000</u>
Fax Number	760-947-7135



Main Street RC



Location	Palm Desert Resource Center
Address	72840 Highway 111, Suite C103 (156), Palm Desert, CA 92260
Public Phone Number	<u>858-249-7000</u>
Fax Number	760-947-7135



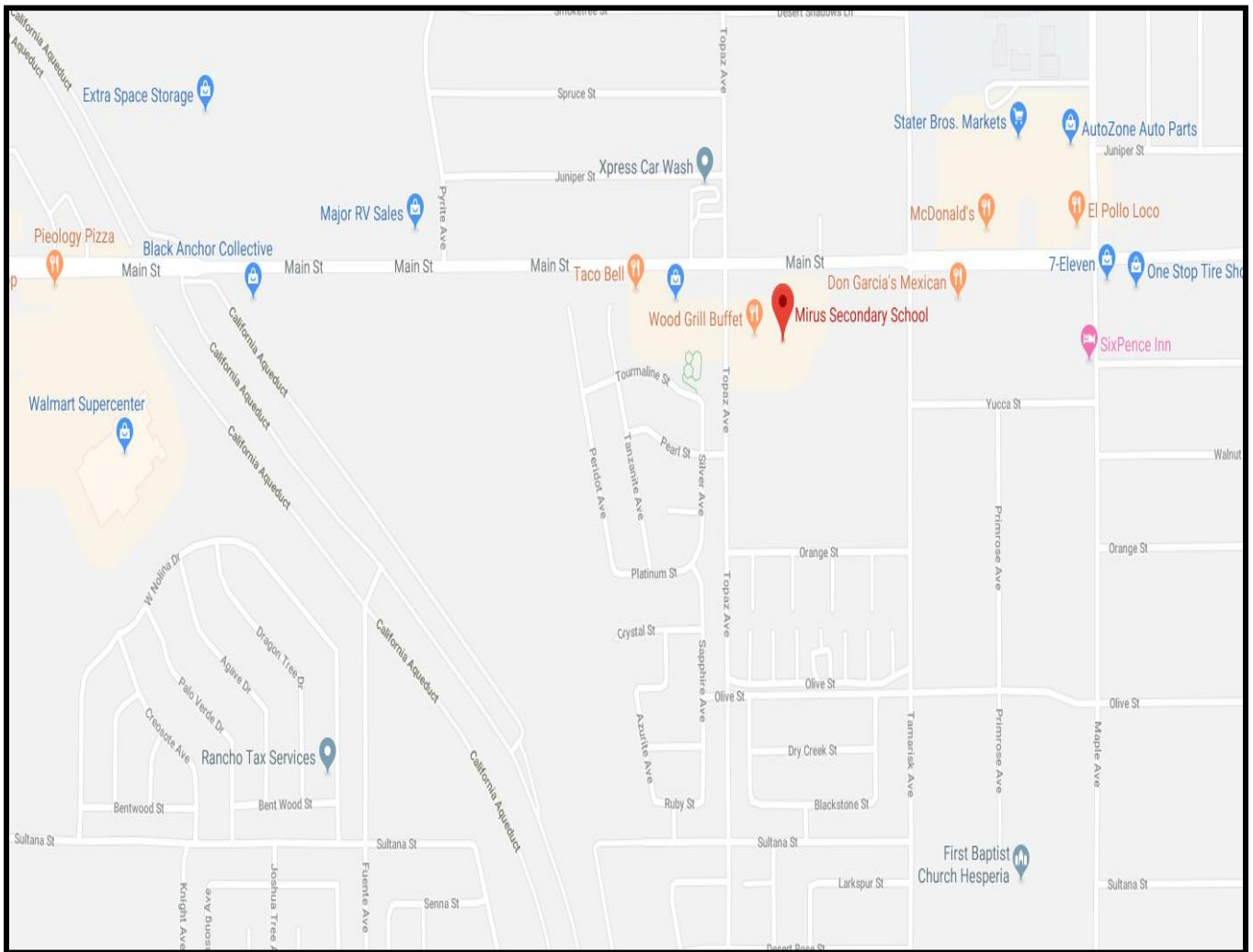
Palm Desert RC



Location	Topaz Resource Center
Address	14135 Main Street, Suite 201-203, Hesperia, CA 92345
Public Phone Number	858-249-7000
Fax Number	760-947-7135



Topaz RC



Assessment of School Crime

In assessing the crime rate for the last two school years at Mirus Secondary School the crime data indicates that there have been no incidents of the last two years. Mirus staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT	22-23yr	287	23-24yr	290	

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed \$100 per incident, theft \$50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Mirus Secondary School adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> ● Bomb threat/Suspicious package ● Firearm on complex ● Explosive on complex ● Fire ● Immediate risk of harm to student(s) and/or staff ● Intruder on complex ● Medical emergency ● Possible abduction 	<ul style="list-style-type: none"> ● Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement ● Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse ● Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> ● Physical attack, assault or threat toward employee (EC 44014) ● Possession of controlled substance (EC 48902) ● Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Child Abuse Reporting Procedures

All Mirus Secondary School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Mirus employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the Learning Lead or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-827-8724)** or **211** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Learning Lead.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.
5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (909) 891-3545 or (909) 891-3560
2. Send the original to Learning Lead to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 412 W. Hospitality Lane, San Bernardino, CA 92415-0029
2. Send a copy to the Learning Lead to place in a confidential locked file.

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child-care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child

abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

- Any child-care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Disaster Response Plan

Emergency Operations Team (EOT)

The Emergency Operations Team is comprised of several leaders from Mirus Secondary School. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	<i>Responsible for external communications. She will call on community resources to assist the resource centers and coordinate mutual aid requests.</i>
Chief Business Officer	<i>Assists Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our resource centers, staff, and the team in collaboration with the Learning Lead.</i>
Learning Lead	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Mirus defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

Hesperia Police Department	Palm Desert Police Department
Phone Number 760-947-1500	Phone Number 760-836-1600
15840 Smoketree Hesperia, CA 92345	73705 Gerald Ford Dr. Palm Desert, CA 92211

In the event of a crisis, Mirus will respond as follows:

Level 1

Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2

Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3**RC Specific**

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: Learning Lead according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information

Example: Describe the situation – clearly and calmly.
 Who is involved?
 Who's present/at the RC –staff/students/community?
 Have the police been called? Have they arrived?
 Who else has been notified?
 What have you done so far?
 Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area
 - Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call

Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
6. Give students appraisal of situation

Tell them what to do and what is expected.
7. Re-contact EOT
8. Release students as appropriate to authorized individuals.
9. Contain remaining students in designated safe area.
10. Wait until crisis has passed
11. Notify corporate office

12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to resource center plan

Equipment and supplies:

- Resource center trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return resource center/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

Emergency RC Call to Central	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your resource center
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911 Orange (Serious) Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In resource center, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Mirus Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

- Superintendent will declare need for emergency action.
- Superintendent, Lead and any designated support staff prepare ParentSquare telephone message and E-mail message.
- Superintendent notifies Mirus Secondary School Board of Directors.
- Designated Leads activate telephone tree, using prepared message; each designated Lead will be responsible for their group and informing the backup caller.
- When resource centers are not in session, it may be necessary to call employees at home.
- Callers must report to the Superintendent office by e-mail (mbixby@altusschools.net) the names of the employees they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your resource centers.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to Leads and employees regardless of the day of the week or the time of day or evening. It is important that Leads who are to make calls and their backups have copies of the tree information and the telephone numbers both at the resource centers and homes.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Main Street., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We
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	have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. STAY CALM.
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare. ParentSquare allows Mirus administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Mirus to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.
- Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Mirus emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.

2. Ascertain the level of emergency and degree of danger.



Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central Leads to see who is closest to the RC and can arrive in the shortest amount of time.

Contact the Mirus Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a Lead.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Earthquake Procedures

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Learning Lead of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Learning Lead. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.



Fire/Earthquake Evacuation Drill Report

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. Names of staff members participating in drill:

2. If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):

3. Location of Evacuation/Assembly Area:

4. What worked particularly well during the training and drill?

5. How could the training/drill be improved to make it more effective?

6. Any other suggestions?

7. Safety Supplies have been reviewed?
 - See attached for needed items
 - Reviewed and NO items are needed at this time

Report prepared by: _____

Signature: _____

Date: _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- Twenty Band-Aids, small, to cover minor wounds (finger)
- Ten Band-Aids, large, to cover large wounds
- Five Pairs Latex-free gloves, Medium
- Two Cold compress
- Twenty Cotton Tip Applicators
- Two Triangular Bandage
- Four Thermometers-disposable
- One CPR Mask
- Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- Wastebasket for supplies storage
- Marked spray bottle to create disinfectant solution
- Dishwashing Soap
- Sponge
- Gloves
- Zip lock baggies
- Roll of paper towels
- Brush and dust pan
- Wastebasket size plastic liners
- Kitty litter
- Disposable plastic aprons
- Written instructions for the use of the BBP kit and materials
- 1 pair Goggles
- 2 pairs Shoe Covers

Backpack Survival Kit

- Emergency Preparedness Binder (contains Safety Plan and other documents)
- Transistor AM/FM radio
- Wired Phone
- Safety glow sticks - 2
- Candles - 2
- Emergency Blanket
- Waterproof Matches
- Whistle (located on the end of the "Life Gear" glow stick)
- Flashlights
- Duct Tape
- Pad of Paper Marker

Field Trip First Aid Kit

- Ten Sterile gauze pads, 2"x2"
- Two Gauze roller, 4"
- Four Gauze roller, 2"
- Fifteen Band-Aids, Regular size, 1"x3"
- Five Band-Aids, large
- Two Triangular bandage
- One Adhesive tape, 1"
- One Hand sanitizer, 2oz bottle
- One First Aid Antiseptic, 2oz bottle
- One CPR Mask
- Written instructions for first aid kit use

Science Cart First Aid Kit

- One Absorbent Compress
- Ten Antibiotic Cream
- Ten Antiseptic Towelettes
- Ten Burn Cream
- Five Fabric fingertip bandages
- Four Fabric Knuckle Bandages
- One First Aid Tape
- One Forceps 4"
- Four Gauze pads 3x3
- One Gauze roll, 2" x 6 yd
- One Instant Ice Pack 5x7"
- 2 large Nitrile Gloves
- Sixteen Plastic Bandages 1x3"
- One Scissors 4"
- One Sting Wipes 1 x2"
- One Triangular Bandage 40x40x56"
- First Aid Facts Guide

COVID Caddy

- One Disinfectant wipes
- Two Disinfectant spray
- Paper towels
- One box of Masks
- One box of Gloves
- One Thermometer with Batteries
- Hand sanitizer

Notes:

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- X If imminent risk, call 911.
- X Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- X Notify the Learning Lead.
- X Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- X If an insect sting, remove stinger immediately.
- X Assess situation and help student/staff member to be comfortable.
- X Move student or adult only for safety reasons.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X If imminent risk, call 911 (always call 911 if using "Epi" pen).
- X Notify nurse/parent or guardian.
- X Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- X Observe for respiratory difficulty.
- X Attach a label to the person's clothing indicating: time & location of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- X Keep an "Epi" pen in the school office and notify staff as to location.
- X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the Resource Center

STAFF ACTIONS:

- X Notify Learning Lead.
- X Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- X Follow standard student assembly, accounting and reporting procedures.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Initiate **SHELTER IN PLACE**.
- X Shut off HVAC units.
- X Move to central location where windows and doors can be sealed with duct tape.
- X Call 911. Provide location and nature of the emergency and school actions taken.

- X Notify Director of Operations and Technology of the situation.
- X Turn on a battery-powered commercial radio and listen for instructions.
- X Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- X Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- X Notify Learning Lead or Safety Ambassador.
- X Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- X Implement **EVACUATION** or **EMERGENCY MEETING AREA EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- X Follow standard student assembly, accounting and reporting procedures.
- X Prepare a list of those who are in the affected area to provide to emergency response personnel.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Initiate **EVACUATION** of the resource center or **EMERGENCY MEETING AREA EVACUATION** to move students away from immediate vicinity of danger.
- X Move up-wind from the potential danger.
- X Call 911. Provide exact location and nature of emergency.
- X Designate security team to isolate and restrict access to potentially contaminated areas.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Notify Director of Operations and Technology of the situation.
- X Arrange for immediate psychological counseling for students and staff.
- X Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- X Wash affected areas with soap and water.
- X Immediately remove and contain contaminated clothing
- X Do not use bleach on potentially exposed skins.
- X Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE: BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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PERSON RECEIVING THREAT BY TELEPHONE:

- X Listen. Do not interrupt caller.
- X Keep the caller on the line with statements such as "*I am sorry, I did not understand you. What did you say?*"
- X Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- X Notify Safety Ambassador immediately after completing the call.
- X Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- X Note the manner in which the threat was delivered, where it was found and who found it.
- X Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- X Caution students against picking up or touching any strange objects or packages.
- X Notify Learning Lead or Safety Ambassador.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- X Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- X Use a systematic, rapid and thorough approach to search the resource center and surrounding areas.
- X Check the resource center and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- X If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Learning Lead/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc., respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Footy/handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Redictive notes

• Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



VA

BOMB THREAT CHECKLIST

DATE: _____ TIME: _____

TIME CALLER HUNG UP: _____ PHONE NUMBER WHERE CALL RECEIVED: _____

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> Hiccup noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Faded message
<input type="checkbox"/> Angry	<input type="checkbox"/> Obect noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Scold	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Creaking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Enthusiast	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lip		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Issue **STAND BY** instruction. Determine if evacuation is required.
- X Notify local police department of intent to **EVACUATE**, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, **EVACUATE** students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Learning Lead/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify Learning Lead.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to Learning Lead/Safety Ambassador.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Call 911, if necessary.
- X If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- X Initiate **EVACUATION**. Any toxic cloud that can affect students in their resource centers would very likely affect them outside the resource centers as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- X Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- X If time is available, initiate **Emergency Meeting Area Evacuation**. Move students and staff away from the path of the hazardous materials.
- X Notify Director of Operations and Technology.
- X Wait for instructions from emergency responders-- Health or Fire Department.
- X Do not allow the return of students to the resource centers or buildings until public safety officials declare the area safe.
- X Upon return to school, ensure that all resource centers are adequately aired.

TEACHER ACTIONS:

- X Follow standard student assembly, accounting and reporting procedures.
- X Report names of missing students to office.
- X Do not take unsafe actions such as returning to the resource center before it has been declared safe.

EMERGENCY RESPONSE: HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS

- X Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- X Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- X Protect resource center occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both).
- X Secure exterior doors from outside access.
- X When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- X Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- X Identify media staging area, if appropriate. Implement a hotline for parents.
- X Account for students as they are evacuated.
- X Provide recovery counseling for students and staff.

STAFF ACTIONS:

- X If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

- X Alert the Learning Lead/Safety Ambassador.
- X Account for all students.

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the front desk. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on resource centers, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Initiate **LOCKDOWN**.
- X Request intruder to leave the resource center. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- X As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- X Keep subject in view until police or law enforcement arrives.
- X Take measures to keep subject away from students and the resource center.
- X Designate an administrator or staff member to coordinate with public safety at their command post; provide a resource center map/exit plan and keys to public safety personnel.
- X When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- X Be available to deal with the media and bystanders and keep the resource center clear of visitors.

STAFF ACTIONS:

- X Notify the Learning Lead/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- X Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- X Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

EMERGENCY RESPONSE:**UTILITY FAILURE**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

LEARNING LEAD/SAFETY AMBASSADOR:

- X Notify utility company. Provide the following information:
- X Determine length of time service will be interrupted.
- X Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- X If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- X Use messengers with oral or written word as an alternate means of faculty notification.
- X Notify District Office of loss of service.
- X Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

Other:

B. Plan for Loss of Electricity

Ventilation:
 Emergency Light:
 Computers:
 Other:

C. Plan for Loss of Natural Gas

Heat:
 Food Service:
 Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- X Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- X Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.

- X Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- X If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- X Facilitate a meeting with student(s) and family to review expectations.
- X Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- X If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- X Inside the resource center, institute **LOCKDOWN**. Close all curtains and blinds.
- X Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.
- X Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Keep the individual under continuous adult supervision.
- X Keep the individual in the resource center until parent/guardian has been notified.
- X Arrange appropriate support services for necessary care of individual.
- X If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Learning Lead. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources

- Recommend that the parents make an immediate contact with a therapist.
- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- X Provide follow-up collaborative support for the student and parents (as indicated) within the school
- X Develop a safety plan prior to the student's return to school.
- X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- X Notify Learning Lead/Safety Ambassador.
- X Notify school nurse, school psychologist, counselor or social worker.
- X Protect individual from injury.

EMERGENCY RESPONSE:

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

LEARNING LEAD/SAFETY AMBASSADOR:

- Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the resource center. **EVACUATION** may be warranted in some resource centers but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Director of Operations and Technology of school status.
- X Notify emergency response personnel of any missing students.

- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X Initiate **DROP, COVER AND HOLD ON**.
- X If explosion occurred inside the resource center, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.
- X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.
- X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.
- X Render first aid as necessary.
- X Do not return to the resource center until the emergency response personnel determine it is safe to do so.
- X If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- x Activate heightened surveillance of illness within school location. Gather data on symptoms of students and staff who are sick at home.
- x Insure that students and staff members who are ill stay home.
- x Send sick students and staff home from school immediately.
- x Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- x Monitor bulletins and alerts from the Department of Health and Human Services.
- x Keep staff informed of developing issues.
- x Assist the Department of Health and Human Services in monitoring outbreaks.
- x Respond to media inquiries regarding school attendance status.
- x Implement online education, if necessary, so that students can stay home.
- x Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

STAFF and STUDENT ACTIONS:

- x Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- x Practice “respiratory hygiene etiquette”.
- x Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- x Implement online homework assignments so that students can stay home.

EMERGENCY RESPONSE: Active Shooter/Armed Assailant**ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS**

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.).* These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

- b. Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
- 3. Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room __”
 - The number of children with you:

- b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

- e. School Activities: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.
 - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the corporate office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district's Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from RC staff who will be impacted by this emergency.
- **Emergency Area Reunification**
 - The Operations Section should prepare an emergency evacuation area for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Vans should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wildfire)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Determine if **EVACUATION** of school location is necessary.
- X Contact local fire department (call 911) to determine the correct action for your school location.
- X If necessary, begin evacuation of school location to previously identified safe location using school evacuation plan.
- X Direct inspection of premises to assure that all students and personnel have left the building.
- X Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- X Monitor radio station for information.
- X Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- X If students are to be evacuated, take attendance to be sure all students are present before leaving the building location.
- X Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- X Take attendance at the assembly area. Report any missing students to the School Administrator/Safety Ambassador and emergency response personnel.
- X Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

- Goals:
1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response
 2. Develop the capacity of staff to lead students through appropriate response options
 3. Prevent the risk of injury to individuals and damage of property from wildfire

Objective(s): Goal 1 Objectives

- a) Coordinate with local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Develop a clear chain of command with staff

Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure

Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

Courses of
Action:

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:Goal 1 Actions

- a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
- b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
- c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers are appropriately maintained
- e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONSGoal 2 Actions

- a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
- c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals: 1. While coordinating with local fire department/jurisdiction’s incident command, protect life and implement appropriate wildfire response actions

Objective(s): Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school location Incident Command Team, as necessary

Courses of Action: **LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:**

Goal 1 Actions

- a) Work with the district office, local fire department and other responders to determine best course of action
- b) Use the “Wildfire Evacuation Decision Tree” following this section.
- c) Communicate plan of action to staff and students:
 - voluntary evacuation
 - early dismissal
 - mandatory evacuation
 - shelter-in-place

- resource center closure
 - d) Consider the following while implementing response action
 - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
 - e) Contact families to notify of planned course of action
 - f) Activate school Incident Command Team, as necessary
 - Reunification Team
 - g) Ensure all staff and students are accounted for
 - h) Ensure that access roads are kept open for emergency vehicles
 - i) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
 - j) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting resource centers/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or

cause further damage (chemicals, wires, equipment, etc.)

- Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Learning Lead/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited

Provide information to Learning Lead/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s): Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to district office

Goal 2 Objectives

- a) Conduct After-Action Report process

Courses of
Action:

LEARNING LEAD/SAFETY AMBASSADOR ACTIONSGoal 1 Actions

- a) Provide critical information to the district office in order to develop effective key messages
- b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
- c) Work with appropriate district department to draft talking points for phone calls and media requests

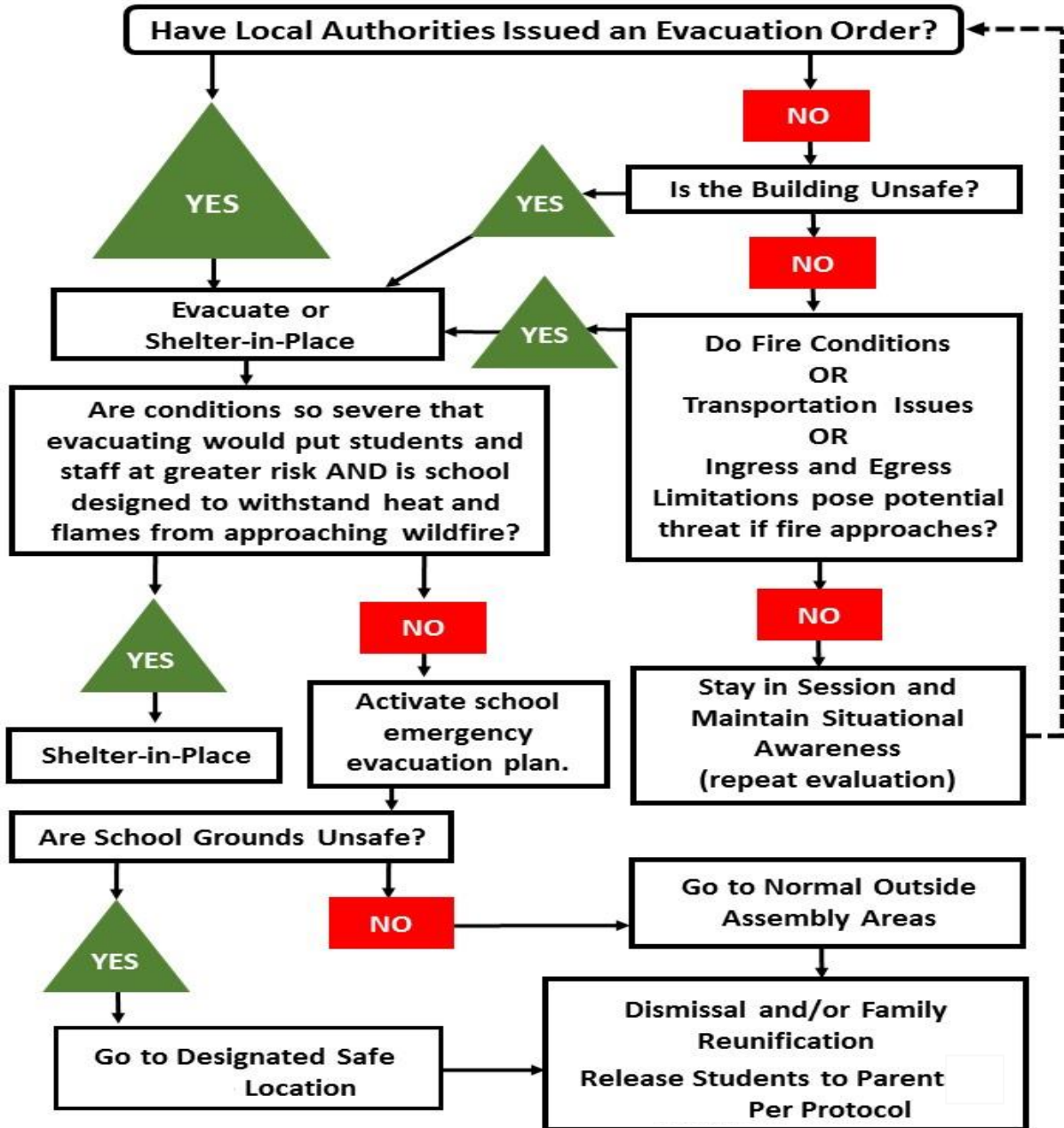
Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONSGoal 2 Actions

- a) Participate in the after-action report process
- a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Mirus Secondary School has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Mirus Secondary School's primary goal in the fight against opioids and fentanyl use is prevention.

Mirus Secondary School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.
- If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911.
- Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).
- Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.

For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Mirus Secondary School **uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

STEP 6: ADDITIONAL SUPPORT

- Have the individual transported to the nearest medical facility, even if symptoms seem to get better.
- Debrief with students and staff present and assess further needs for support.
- Complete an Accident Report Form.

Follow up with assigned school nurse for additional support.

Emergency Lockdown Procedures

If an emergency situation, occurring in the vicinity of a Mirus resource center endangers student safety, the RC may be placed under lockdown.

Persons who may activate a resource center lockdown:

- An officer may notify, or request school administration to notify a resource center to activate a lockdown.
- An administrator or teacher may, in an immediate, life-threatening situation, activate a resource center lockdown.
- Any member of a resource center staff who observes or suspects a dangerous situation shall immediately notify school administration or resource center teachers.

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

- Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.
- Someone with a weapon is en route to a resource center.
- Gunshots are heard nearby.
- An act of terrorism.

During a lockdown, a resource center will take several security measures:

- An administrator or designee or teacher will declare "this is a lockdown" alerting staff and students.
- All students and staff remain in their resource center or offices.
- No one is permitted to leave and no one, including a parent, is allowed in the resource center.
- All RC doors and windows are to be closed and locked.
- All window blinds should be drawn or closed.
- All lights should be turned off.
- Students and staff will remain quiet and shut off all audio-visual equipment.
- All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors.

- A staff member should take a head count and obtain names of each individual in the resource center.
- If lockdown is declared by a resource center staff member, please notify school administration as soon as possible.
- First aid will be rendered by staff as necessary.
- Staff should wait for authorities or school officials to give them a clear sign before releasing anyone from the room.
- Resource center staff should not make statements to the media.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as resource center and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource center staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.
- Parents may be required to present identification.
- The reunification location will be given to parents over the phone, if possible.

Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the resource center.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.

- Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term

active shooter refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it

is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). **Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.**

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience,

options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-

throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. *Impact of Adult Behavior on Children's Behavior*

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. *Developmental Levels of Safety Awareness*

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. *Mental Health Support and Considerations*

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify

when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the resource

- center;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school's policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
 3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;
 - Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;
 - Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
 4. Tailor drills to the context of the resource center environment, taking into consideration:
 - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the resource center.
 5. Create a plan of progression that:
 - Considers whether any previous activities have been conducted in the resource center;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
 6. Prepare for logistics of the drill to ensure that:
 - Previous traumatic experiences of those involved are considered;
 - Resource center staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill,

- including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
7. Develop a communications plan that:
- Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
8. Establish a long-term follow up plan to support sustainability that considers:
- What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

*Amended: May 5, 2009, February 16, 2022, **December 7, 2022, June 22, 2023, February 28, 2024***

This Student Suspension and Expulsion Policy has been established by the Board of Directors of ~~Audeo Charter School Corporation, Inc.~~ Altus Schools Southern California in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, ~~Grossmont Secondary School~~ Altus Schools East County, Mirus Secondary School and ~~Sweetwater Secondary School~~ Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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. 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 from regular classroom instruction. 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 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 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 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/guardians¹ 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 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 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 or 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 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

¹ 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.

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; 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 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 it not limited to electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but it 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.

- 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 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 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 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 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 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 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 clause, "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 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 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 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:

- 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.
- 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 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 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 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 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 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 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 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 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 clause, "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 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.
- u) 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 (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 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.
- 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 dangerous 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 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.

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 his or her parent/guardian 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 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 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 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 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 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 will 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 Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo 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 Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the 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:

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 Charter School 's disciplinary rules which relate to the alleged violation; 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Charter 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

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 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 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 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 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 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 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 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 Charter School .

The 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

Charter 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 shall have no right of appeal from expulsion from Charter School as the Audeo Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 year from the date of expulsion when the student may reapply to Charter School for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment.

The School

Coordinator 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 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 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 parents/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 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:

- c. 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;
- d. 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

- e. 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) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and Charter 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.

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 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 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If 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 parents; 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 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the Learning Lead of information received from the court and the Probation Department. Mirus Secondary School Learning Lead shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working

with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.

- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Mirus Secondary School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Mirus Secondary School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Mirus Secondary School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Learning Lead at (760) 947-7089 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Resource Center Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts 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 vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

MIRUS SECONDARY SCHOOL: Loitering Law Compliance

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community.

General guidelines are below, however, may differ slightly among communities:

*On days and times when the resource center is open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.

*On scheduled school days, students may travel to and from resource centers without parental or guardian accompaniment.

*Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences, if multiple violations occur.

***Responsibility of parents, guardians, etc.** It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

1. Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the resource center from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
2. If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
3. When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace officer may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

1. A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
2. Students who have permission to leave the resource center for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
3. A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
4. A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.
5. A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

1. "Adult" means any person twenty-one (21) years of age and older.
2. "Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
3. "Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
4. "Juvenile" means any person under eighteen (18) years of age.
5. "Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
6. "Public place" means any place to which the public or a substantial group of the public has access and

I HAVE READ AND UNDERSTAND THIS NOTICE. MY STUDENT AND I WILL OBEY THE LAWS.

STUDENT: _____

DATE: _____

RC-Specific Information: Last Updated on 15/2024

Page

Going To and From Resource Center Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Mirus students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Mirus students and parents to help prepare all Mirus students for a safer journey.

1. Every Mirus student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and

learn the bus number. This will avoid confusion for the student about knowing which bus to ride.

7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a **resource center** staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.
8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.
9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a resource center staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Mirus staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan
- Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan
- Using student sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, Learning Lead or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

Mirus Secondary School is and will remain a safe place for students and adults.

Mirus Secondary School staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.
- Complete ALL assignments as scheduled.
- Participate in resource center activities.
- Respect the authority of ALL ADULTS at Mirus Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Mirus Secondary School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate workshops, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with resource center 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 him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the resource center 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.

Section II

EVACUATION PLAN FOR MIRUS RESOURCE CENTERS

Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Administrator or designee will direct individuals to proceed to the designated meeting area.

Main Street: 16967 Main Street, Ste. 107, Hesperia, CA 92345

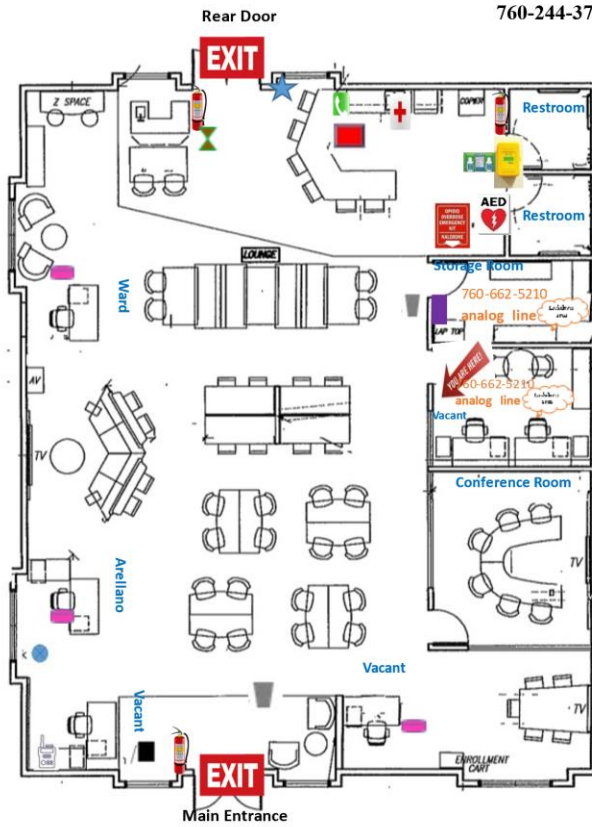
Cross Street: E Avenue

Meeting Area: **Back Parking Lot to the Recreation Center across the Street**



Main Street Plan

Mirus Secondary School ▪ Main Street Resource Center
 16967 Main Street, Suite 107, Hesperia, CA 92345
 760-244-3764



Emergency Contacts
 Angela : 619 -757-0028
 Tiffany: 619 -788-3491

1st Emergency Meeting Area
 Exit main door, turn right and walk to the back parking lot.

2nd Emergency Meeting Area
 Cross street and go to Recreation Center.

- ThermoScan
- Hand sanitizer
- Hardwire button for constant door lock
- COVID Caddy

- Emergency Phone
- Fire/Life Safety System keypad
- panic door system remote and brain of unit
- Epi-Pens
- Fire Extinguisher
- First Aid Supplies
- Circuit Panel
- Eye Wash Kit
- Alarm Keypad
- AED Defibrillator
- Lockdown area
- Narcan Symbol

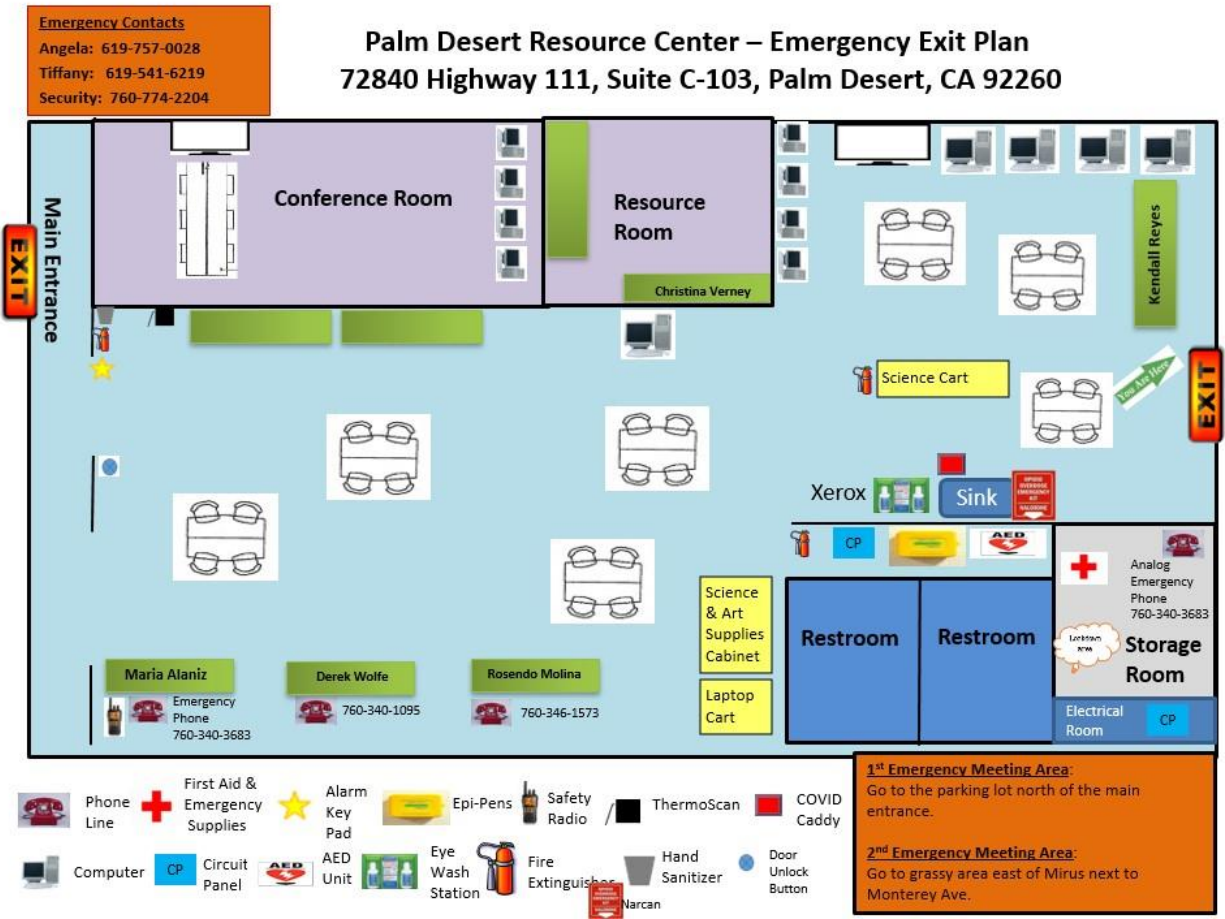
Palm Desert: 72840 Highway 111, Suite C-103, Palm Desert, CA 92260

Cross Street: Plaza Way

Meeting Area: Parking Lot North of the Main Entrance to Grassy Area East of Mirus Next to Monterey Avenue



Palm Desert Plan



Topaz: 14135 Main Street, Suites 201-203, Hesperia, CA 92345

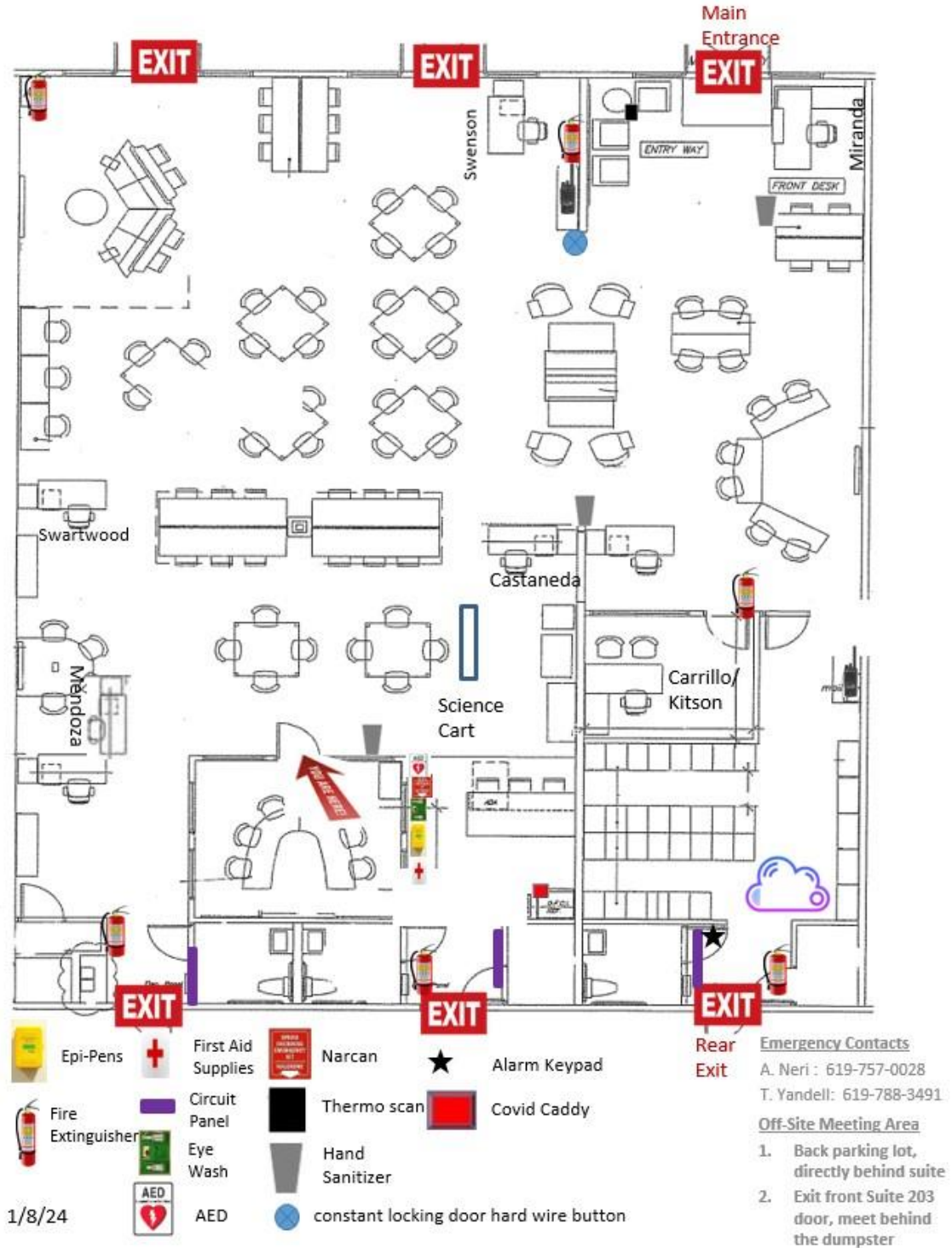
Cross Street: Topaz Street

Meeting Area: Back Parking Lot Behind Suite, Out Front Between the Palm Trees in the Parking Lot



Topaz Plan

Mirus Secondary School • Topaz Resource Center • 14135 Main Street, Suite 201-203, Hesperia, 92345



MIRUS SECONDARY SCHOOL
Safety Ambassadors
2023-202442025

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- ✓ Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Mirus/San Diego Team Talk, Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

Mirus Secondary School

Resource Center	Safety Ambassador
Main Street	Roberta Arellano

Palm Desert	Derek Wolfe
Topaz	Amanda Swartwood

Updated 3/2024



Assumptions for May Revised 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 56.30%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's May 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)	56.30%
District's Unduplicated Pupil Percentage (SDCOE)	22.35%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	272	254	204
CBEDS Enrollment	237	219	187
Students Served	568	538	479
ADA:			
Grade 4-6	8.72	8.23	5.31
Grade 7-8	39.42	27.61	17.65
Grade 9-12	261.08	220.45	207.00
Total ADA	309.22	256.29	229.96

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$4,132,757
Federal Revenues	\$557,430
State Revenues Other than LCFF	\$744,836
Local Revenues	\$64,500
Total Projected Revenues	\$5,499,523

- 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo II was granted 2022-23 ESSA CSI in the amount of \$178,351. The project period for this grant began on March 13, 2023, and ends on September 30, 2024. Audeo II spent \$12,761 of its CSI fund in FY 2022-23. The remaining amount of \$165,590 is included 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. Audeo II's ESSER III revised allocation is \$361,307 and of that amount, \$46,734 was spent in FY 2021-22 and 2022-23. Audeo II has included \$251,659 in this budget and the remaining amount of \$62,914 will be spent in FY 24-25.

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.

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. Audeo II's allocation amount is \$1,926 and of that amount, \$643 was spent in FY 2022-23 and the remaining \$1,283 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. Audeo II is a subrecipient for \$950. 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 \$887.4 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$160.76 per PY California Basic Educational Data System (CBEDS) count.
- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$6,283 and Learning Recovery funds of \$5,851 are included in this budget and have been fully spent as of September 30, 2023.
- **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 \$19.76 for Grades K-8 and \$54.91 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 has included \$196,500 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 II has 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. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$642.42 per ADA. Total allocation for Audeo II is \$147,732. Audeo II has included \$17,383 in its FY 2023-24 budget. Deadline for obligation of this fund is FY 2025-26.
- **College and Career Access Pathways Grant (CCAP)** provides Audeo II with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Audeo II was granted \$25,000 per year for the next four years. Over the course of the grant, Audeo II’s staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Audeo II goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Charter School II was funded 33,689. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	16.94
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.56
Certificated Supervisor & Administrator	1300	0.96
Other Certificated Teacher Resource (CTR)	1900	6.00
Resource Center Associate (RCA)	2100	3.00
Classified Support (Admin Support)	2200	0.09
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.59
Other Classified (Administrative Support)	2900	0.06
TOTAL FTE POSITIONS BUDGETED		31.62

- * 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 27.5%.

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	3401-02		
- Dental \$120			
- Vision \$27			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

AUGMENTATION PAY

Audeo Charter School II's budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024, with Altus Schools Southern California excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 23-24
Salary – Certificated	\$76,683
Salary – Classified	\$12,041
Total Salary	\$88,724
Benefits - Certificated	\$16,717
Benefits - Classified	\$4,284
Total Benefits	\$21,001
Grand Total	\$109,726

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 \$65,452 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 \$737,735 representing 13.41% 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 \$109,990 for marketing expenses included in the object code 5800 and represents 2% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo II will pay its authorizing District (San Diego 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 II has budgeted \$50,113 for FY 2023-24 for oversight fees, which is included in object code 5800.

RESERVES

Audeo II has allocated reserves of \$549,952 for FY 2023-24 representing 10% of total revenues of \$5,499,523.

FACILITIES

Audeo II carries out contractual lease agreements with an annual cost of \$290,773 for FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2029) is \$1,672,055. Audeo II has allocated reserves for this amount.

Audeo II

Charter School II
MAY REVISED OPERATIONAL BUDGET
FY 2023 - 2024

REVENUES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 4,047,753.00	\$ 4,105,966.00	\$ (58,213.00)
LCFF - Prior Year	8019	\$ (371.00)		(371.00)
Education Protection Account	8012	61,845.00	62,214.00	(369.00)
Education Protection - Prior Year	8019	(6.00)		(6.00)
In Lieu of Property Taxes - Current	8096	23,536.00		23,536.00
TOTAL, LCFF ENTITLEMENT		\$ 4,132,757.00	\$ 4,168,180.00	\$ (35,423.00)
FEDERAL REVENUES				
Special Ed: Federal IDEA	8181	\$ 30,810.00	\$ 28,470.00	\$ 2,340.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	34,258.00	34,258.00	-
Title II, Part A - Improving Teacher Quality Program	8290	5,593.00	5,593.00	-
Title III - Limited English Proficient Study Program	8290	1,862.00	1,862.00	-
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00	10,000.00	-
ESSA: School Improvement Funding for LEAS (CSI)	8290	165,590.00	165,590.00	-
ESSER III	8290	193,850.00	193,850.00	-
ESSER III - Learning Loss	8290	57,809.00	57,809.00	-
ELO ESSER III State Reserve, Emergency Needs	8290	20,207.00	20,207.00	-
ELO ESSER III State Reserve, Learning Loss	8290	35,218.00	35,218.00	-
ARP - Homeless Children and Youth II (ARP-HCY II)	8290	1,283.00	1,283.00	-
Project SaFE	8290	950.00	950.00	-
TOTAL, FEDERAL REVENUES		\$ 557,430.00	\$ 555,090.00	\$ 2,340.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 15,287.00	\$ 12,813.00	\$ 2,474.00
State Lottery Revenue - Non Prop-20	8560	57,165.00	57,507.00	(342.00)
State Lottery Revenue - Prop-20	8560	23,254.00	23,393.00	(139.00)
Special Ed: State	8792	274,402.00	264,392.00	10,010.00
Special Ed: Mental Health Level II	8590	25,022.00	25,172.00	(150.00)
Special Ed: Dispute Prevention	8590	6,283.00	6,283.00	-
Special Ed: Learning Recovery	8590	5,851.00	5,851.00	-
Career Technical Education Incentive Grant	8590	196,500.00	196,500.00	-
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	17,383.00	17,383.00	-
Proposition 28: Arts and Music in Schools	8590	33,689.00		33,689.00
College and Career Access Pathway Grant	8590	90,000.00	90,000.00	-
TOTAL, STATE REVENUES		\$ 744,836.00	\$ 699,294.00	\$ 45,542.00
LOCAL REVENUES				
Interest Income	8660	\$ 45,000.00	\$ 34,370.00	\$ 10,630.00
All Other Local Revenue	8699	15,500.00	20,000.00	(4,500.00)
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	4,000.00	4,000.00	-
TOTAL LOCAL REVENUES		\$ 64,500.00	\$ 58,370.00	\$ 6,130.00
TOTAL, REVENUES		\$ 5,499,523.00	\$ 5,480,934.00	\$ 18,589.00

Audeo II

Charter School II

MAY REVISED OPERATIONAL BUDGET

FY 2023 - 2024

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,320,994.00	\$ 1,345,450.00	\$ (24,456.00)
Certificated Pupil Support Salaries	1200	164,234.00	163,672.00	562.00
Certificated Supervisor & Adm. Salaries	1300	162,236.00	162,236.00	-
Other Certificated Salaries	1900	141,141.00	143,841.00	(2,700.00)
TOTAL, CERTIFICATED SALARIES		\$ 1,788,605.00	\$ 1,815,199.00	\$ (26,594.00)
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	\$ 46,497.00	\$ 50,699.00	\$ (4,202.00)
Classified Support Salaries	2200	6,668.00	6,668.00	-
Supervisors' and Administrator's Salaries	2300	71,928.00	71,928.00	-
Clerical, Technical, and Office Staff	2400	212,226.00	219,769.00	(7,543.00)
Other Classified Salaries	2900	6,553.00	6,553.00	-
TOTAL, CLASSIFIED SALARIES		\$ 343,872.00	\$ 355,617.00	\$ (11,745.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 343,733.00	\$ 348,927.00	\$ (5,194.00)
PERS Retirement	3200	83,796.00	86,929.00	(3,133.00)
Social Security/Medicare	3300	50,872.00	52,142.00	(1,270.00)
Health and Welfare	3400	631,358.00	657,163.00	(25,805.00)
Unemployment Insurance	3500	1,067.00	1,086.00	(19.00)
Workers Compensation Insurance	3600	25,713.00	26,136.00	(423.00)
TOTAL EMPLOYEE BENEFITS		\$ 1,136,539.00	\$ 1,172,383.00	\$ (35,844.00)
TOTAL PERSONNEL COST		\$ 3,269,016.00	\$ 3,343,199.00	\$ (74,183.00)

Audeo II Charter School II

MAY REVISED OPERATIONAL BUDGET FY 2023 - 2024

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 18,000.00	\$ 18,000.00	\$ -
Books and Other Reference Materials	4200	8,523.00	8,523.00	-
Instructional Materials and Supplies	4300	87,710.00	95,086.00	(7,376.00)
Edgenuity	4312	25,072.00	25,072.00	-
Research and Development	4313	6,595.00	4,595.00	2,000.00
Non-Capitalized Equipment	4400	62,000.00	61,500.00	500.00
Food	4700	5,780.00	5,780.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 213,680.00	\$ 218,556.00	\$ (4,876.00)
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 32,471.00	\$ 30,479.00	\$ 1,992.00
Research and Development Travel	5202	33,785.00	13,785.00	20,000.00
Dues and Memberships	5300	14,250.00	14,250.00	-
Liability Insurance	5400	22,274.00	22,274.00	-
Operations and Housekeeping Services	5500	108,210.00	103,210.00	5,000.00
Rental, Leases & Repairs	5600	414,073.00	361,931.00	52,142.00
Prof/Consulting Services/Oper. Expenses	5800	627,744.00	511,435.00	116,309.00
Marketing Fees	5812	109,990.00	109,619.00	371.00
Communication	5900	31,199.00	21,605.00	9,594.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,393,996.00	\$ 1,188,588.00	\$ 205,408.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 52,229.00	\$ 52,229.00	\$ -
Depreciation - Equipment	6900	20,200.00	20,200.00	-
TOTAL, CAPITAL OUTLAY		72,429.00	72,429.00	-
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 450.00	\$ 450.00	\$ -
TOTAL, OTHER OUTGO		\$ 450.00	\$ 450.00	-
RESERVES				
Operational Reserve	9730	\$ 274,976.00	\$ 328,856.00	\$ (53,880.00)
Reserve for Economic Uncertainties	9770	274,976.00	328,856.00	(53,880.00)
TOTAL, RESERVES		\$ 549,952.00	\$ 657,712.00	\$ (107,760.00)
%		10%	12%	
TOTAL, EXPENDITURES		\$ 5,499,523.00	\$ 5,480,934.00	\$ 18,589.00



Assumptions for Preliminary Operational Budget FY 2024-25

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 58.85%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's Preliminary Operational Budget.

Table 1:

Description	FY 2024-25
Grades 4-6 Adjusted Base Grant	\$10,177
Grades 7-8 Adjusted Base Grant	\$10,478
Grades 9-12 Adjusted Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)*	1.07%
Audeo II's Unduplicated Pupil Percentage (Rolling Average)	58.85%
District's Unduplicated Pupil Percentage (SDCOE)	22.35%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	274	272	254
CBEDS Enrollment	239	237	219
Students Served	596	568	538
ADA:			
Grade 4-6	8.79	8.72	8.23
Grade 7-8	39.75	39.42	27.61
Grade 9-12	263.24	261.08	220.45
Total ADA	311.79	309.22	256.29

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$4,231,656
Federal Revenues	\$322,185
State Revenues Other than LCFF	\$647,424
Local Revenues	\$67,525
Total Projected Revenues	\$5,268,790

- 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo II was granted 2023-24 ESSA CSI in the amount of \$174,382. The project period for this grant began on March 18, 2024, and ends on September 30, 2025. Audeo II has included its 23-24 CSI find 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. Audeo II's ESSER III revised allocation is \$361,307 and of that amount, \$298,393 was spent from FY 2021-22 to 2023-24. Audeo II has included the remaining amount of \$62,914 in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$896.90 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$140 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 \$20.06 for Grades K-8 and \$55.76 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 has included \$202,250 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 II has included \$4,000 in its budget for this FY, which is under local revenue.

- **College and Career Access Pathways Grant (CCAP)** provides Audeo II with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Audeo II was granted \$25,000 per year for the next four years. Over the course of the grant, Audeo II's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Audeo II goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Charter School II was funded 33,689. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	14.69
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.53
Certificated Supervisor & Administrator	1300	0.93
Other Certificated Teacher Resource (CTR)	1900	4.00
Resource Center Associate (RCA)	2100	2.00
Classified Support (Admin Support)	2200	0.09
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.69
Other Classified (Administrative Support)	2900	0.06
TOTAL FTE POSITIONS BUDGETED		26.41

- * 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 2024-25, we estimated the Special Ed population at 27.5%.

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		27.05%
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	3401-02		
- Dental \$120			
- Vision \$27			
- 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. 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 \$20,380 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 \$756,367 representing 14.36% 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 2024-25, Audeo II has allocated \$79,032 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 (San Diego 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 II has budgeted \$42,317 for FY 2024-25 for oversight fees, which is included in object code 5800.

RESERVES

Audeo II has allocated reserves of \$263,439 for FY 2024-25 representing 5% of total revenues of \$5,268,790.

FACILITIES

Audeo II carries out contractual lease agreements with an annual cost of \$299,017 for FY 2024-25. The total cost of the current lease contracts from July 2024 through the end of the lease term (Year 2029) is \$1,381,282. Audeo II has allocated reserves for this amount.



**PRELIMINARY OPERATIONAL BUDGET
FY 2024 - 2025**

REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF		
LCFF State Aid	8011	\$ 4,169,298.00
Education Protection Account	8012	62,358.00
TOTAL, LCFF ENTITLEMENT		\$ 4,231,656.00
FEDERAL REVENUES		
Special Ed: Federal IDEA	8181	\$ 33,180.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	34,258.00
Title II, Part A - Improving Teacher Quality Program	8290	5,593.00
Title III - Limited English Proficient Study Program	8290	1,858.00
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00
ESSA: School Improvement Funding for LEAS	8290	174,382.00
ESSER III	8290	48,462.00
ESSER III - Learning Loss	8290	14,452.00
TOTAL, FEDERAL REVENUES		\$ 322,185.00
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	\$ 15,524.00
State Lottery Revenue - Non Prop-20	8560	57,640.00
State Lottery Revenue - Prop-20	8560	23,447.00
Special Ed: State	8792	279,644.00
Special Ed: Mental Health Level II	8590	25,230.00
Proposition 28: Arts and Music in Schools	8590	33,689.00
College and Career Access Pathway Grant (Dual Enrollment Opportunities)	8590	10,000.00
Career Technical Education Incentive Grant	8590	202,250.00
TOTAL, STATE REVENUES		\$ 647,424.00
LOCAL REVENUES		
Interest Income	8660	\$ 47,250.00
All Other Local Revenue	8699	16,275.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	4,000.00
TOTAL LOCAL REVENUES		\$ 67,525.00
TOTAL, REVENUES		\$ 5,268,790.00



**PRELIMINARY OPERATIONAL BUDGET
FY 2024 - 2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Teachers' Salaries	1100	\$ 1,376,389.00
Certificated Pupil Support Salaries	1200	169,521.00
Certificated Supervisor & Adm. Salaries	1300	157,811.00
Other Certificated Salaries	1900	162,665.00
TOTAL, CERTIFICATED SALARIES		\$ 1,866,386.00
CLASSIFIED SALARIES		
Instructional Aides' Salaries	2100	\$ 42,566.00
Classified Support Salaries	2200	6,253.00
Supervisors' and Administrator's Salaries	2300	71,928.00
Clerical, Technical, and Office Staff	2400	196,738.00
Other Classified Salaries	2900	6,553.00
TOTAL, CLASSIFIED SALARIES		\$ 324,038.00
EMPLOYEE BENEFITS		
STRS Retirement	3100	\$ 360,970.00
PERS Retirement	3200	81,293.00
Social Security/Medicare	3300	51,852.00
Health and Welfare	3400	574,399.00
Unemployment Insurance	3500	1,095.00
Workers Compensation Insurance	3600	26,285.00
TOTAL EMPLOYEE BENEFITS		\$ 1,095,894.00
TOTAL PERSONNEL COST		\$ 3,286,318.00



**PRELIMINARY OPERATIONAL BUDGET
FY 2024 - 2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
BOOKS AND SUPPLIES			
Textbooks	4100	\$	19,440.00
Books and Other Reference Materials	4200		9,205.00
Instructional Materials and Supplies	4300		95,360.00
Edgenuity	4312		27,078.00
Research and Development	4313		6,595.00
Non-Capitalized Equipment	4400		67,576.00
Food	4700		6,242.00
TOTAL, BOOKS AND SUPPLIES		\$	231,496.00
SERVICES, OTHER OPERATING EXPENSES			
Travel and Conference	5200	\$	32,283.00
Research and Development Travel	5202		13,785.00
Dues and Memberships	5300		15,390.00
Liability Insurance	5400		24,056.00
Operations and Housekeeping Services	5500		116,867.00
Rental, Leases & Repairs	5600		422,215.00
Prof/Consulting Services/Oper. Expenses	5800		677,335.00
Marketing Fees	5812		79,032.00
Communication	5900		33,695.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$	1,414,658.00
CAPITAL OUTLAY			
Depreciation - Leasehold Improvement	6900	\$	52,229.00
Depreciation - Equipment	6900		20,200.00
TOTAL, CAPITAL OUTLAY			72,429.00
OTHER OUTGO			
Debt Service Payment - Interest (Capitalized Leases)	7438	\$	450.00
TOTAL, OTHER OUTGO		\$	450.00
RESERVES			
Operational Reserve	9730	\$	131,720.00
Reserve for Economic Uncertainties	9770	\$	131,719.00
TOTAL, RESERVES		\$	263,439.00
%			5%
TOTAL, EXPENDITURES		\$	5,268,790.00



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 30th 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 26, 2024

Secretary

Audeo II Charter School II

Education Protection Account Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 62,358.00
Total Projected EPA Entitlement		\$ 62,358.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	\$ 43,549.26
Retirement: STRS	3111	\$ 8,317.89
Medicare	3321	\$ 635.20
Health & Welfare	3401	\$ 9,052.66
Unemployment Insurance	3501	\$ 21.77
Workers' Compensation Insurance	3601	\$ 525.67
Mileage Allowance	5200	\$ 255.55
Total Projected Expenditures		\$ 62,358.00
Balance (Total Available minus Total Expenditures)		-



Audeo Charter School III

Dashboard Alternative School Status (DASS) Renewal Application 2024, 2025, 2026 Dashboards

Dashboard Alternative School Status Application

The following documents are included in this item:

1. **Dashboard Alternative School Status Program:** This document is an overview of the DASS program, the eligibility criteria, and DASS participation instructions.
2. **Dashboard Alternative School Status Eligibility Summary:** This document provides a summary of the school's eligibility to participate in the DASS program.
3. **DASS Participation Form – Online Survey:** This document is a copy of the Online Survey of Part 1 of the DASS Participation process. The online survey was submitted on 03/29/2024. This includes school information and the percentage unduplicated students enrolled for each of the eligibility criteria.
4. **Dashboard Alternative School Status (DASS) Eligibility Certification:** This form certifies that the percentages of high-risk students stated on the DASS Participation Form are true and correct. Signatures of the school principal, county or district superintendent or charter school administrator, and board president are required.

Dashboard Alternative School Status (DASS)

Dashboard Alternative School Status background

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). This new accountability system, the California School Dashboard (Dashboard), contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students.

The Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate. The State Board of Education (SBE) will continue to take action on how to incorporate new modified methods in the Dashboard for future releases.

DASS Eligibility Criteria for Charter Schools that Serve High-Risk Students

The DASS criteria requires the school to have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

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

- Students who are **credit deficient** (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a **gap in enrollment** (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with **high level transiency** (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- **Foster Youth** (EC Section 42238.01[b])
- **Homeless Youth**

DASS Participation Instructions

Part 1: Completing and Submitting the DASS Survey

Part One of the DASS application and renewal process is an online survey, which opened on February March 15th, 2024, and closed on May 15th, 2024. When determining a school's percentage of **high-risk youth** for DASS eligibility, schools are instructed to use the school's **cumulative** enrollment from July 1, 2023, to the date of submission. A student is considered high-risk if they meet one of the high-risk criteria approved by the State Board of Education upon first enrollment at the school. Students who become high-risk after initial enrollment should not be included. Once the survey has been submitted, the individual listed as the DASS coordinator will receive instructions by email within two business days for completing Part Two of the DASS application. Final approval of the DASS application is contingent upon completion of Part Two.

Part2: Submitting Supporting Documents Approved by the Local District Governing Board

All required supporting documents need to be uploaded to the Assigned Box.com Folder by July 10th, 2024.

Once a school's DASS coordinator has submitted Part 1, the CDE DASS team will assign a secure, private Box.com folder to that school and the DASS coordinator will have file upload privileges for their assigned folder. Supporting documentation for Part 2 is submitted through Box.com.

The DASS coordinator is responsible for uploading the following documents to their school's Box.com folder before the Part 2 submission deadline on July 10, 2024. Follow the steps below:

1. Obtain signatures of the school principal, county or district superintendent or charter school administrator, and local district governing board president on the DASS Eligibility Certification Form. This form is located in your assigned Box.com folder.
2. Submit a copy of the governing board's agenda and minutes that indicates the approval of the DASS eligibility certification. The local district governing board or the charter school board must certify that the school's enrollment meets the DASS criteria as an agenda item.

Note: If the school's DASS eligibility was certified by the charter school board, a letter must be sent to the charter's authorizing governing board notifying them of their DASS eligibility. A copy of the notification letter must also be submitted to the CDE.

Once all required supporting documents have been uploaded, CDE staff will send a confirmation e-mail to the school's DASS coordinator. Supporting documents (Part 2) submitted through e-mail or by mail will not be accepted.

Terms of Dashboard Alternative School Status Participation

All DASS participating schools must maintain documentation of how they meet the DASS criteria for 70 percent of high-risk students as reflected on their DASS Application. The CDE will conduct annual reviews and the failure to provide such documentation may result in termination of the school's DASS. If a school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS.

All schools voluntarily participating in the DASS program will be required to re-certify their high-risk student enrollments every three years (i.e., if a school is approved to participate in DASS for the 2024--25 Accountability year, this school must reapply in 2027 for the 2027--28 Accountability year to continue their participation in DASS). If a school fails to re-certify its high-risk student enrollment, the school will be removed from DASS.

Schools participating in the Dashboard Alternative School Status (DASS) program are required to re-certify their high-risk student enrollments every three years. The DASS criteria requires a school to have an unduplicated count of at least 70 percent of the school's total enrollment composed of high-risk student groups.

Audeo Charter School III has a previously approved DASS Status application that was applicable to the 2021, 2022, and 2023 Dashboards. Part 1 of the DASS application renewal process is an online survey. Audeo Charter School III submitted Part 1 to renew its DASS status on March 29th, 2024. The following percentages in **Table 1** were submitted on the online survey.

Table 1. Unduplicated Students Served by Eligibility Criteria

Audeo Charter School Percent of Students Enrolled 03/29/2024 by Eligibility Criteria		
	Number of Unduplicated Students	Percent of Unduplicated Students
Expelled	3	0.99%
Suspended	12	3.97%
Wards of the Court	0	0.0%
Pregnant and/or Parenting	3	0.99%
Recovered Dropout	5	1.66%
Habitually Truant	45	14.9%
Retained more than once in K-8	0	0.0%
Credit Deficient	136	45.03%
Enrollment Gap	0	0.0%
High Level of Transiency	32	10.6%
Foster Youth	0	0.0%
Homeless Youth	6	1.99%
Total Unduplicated Count	242	80.13%
Cumulative Enrollment 7/1/23-03/29/24	303	

Audeo Charter School III's cumulative enrollment from 07/01/2023 through 03/29/2024 was 303 students. Audeo Charter School III's unduplicated percentage of high-risk students is 80.13%. The top criteria students meet are habitually truant (14.9%) and credit deficient (45.03%).

The DASS application only allows students to count in one high-risk criteria category. However, many students meet multiple criteria.

Table 2. Students Meeting One or More High-risk Criteria

Audeo Charter School III Students by Number of Eligible Criteria		
	#	%
Students who Meet 1 Criteria	242	80.13%
Students that Meet 2 Criteria	98	32.45%
Students that Meet 3 or more Criteria	17	5.6%

Table 2 indicates the percentage of students who qualify in one, two, and three or more high-risk categories. Approximately 32.5% of unduplicated students counted meet the criteria in two or more categories.

Evidence of students meeting the DASS criteria is collected upon first enrollment at the school. This documentation is reviewed prior to submitting Part 1 of the DASS Survey. Detailed documentation for each student is readily available.

[Accessible Version](#)



2024 DASS Part 1 Survey

Dashboard Alternative School Status Online Survey

Analysis Measurement, and Accountability Reporting Division (AMARD)

The following schools must complete a two-part application process to be considered for DASS participation: 1) Alternative schools of choice and charter schools who are currently not participating in the Dashboard Alternative School Status (DASS) program or 2) DASS schools who are up for their 3-year DASS cycle renewal.

Part 1 of the DASS application process requires the completion of this online survey to provide information about the school's student population who are **high-risk youth**. The online survey should be completed by the school's designated DASS Coordinator, who will serve as the liaison between the school and the California Department of Education (CDE) DASS Team. All questions in the online survey are **required**.

To be eligible for DASS status, schools must enroll an unduplicated count of high-risk youth that comprise at least 70 percent of the school's total cumulative enrollment. (Note: a student must meet one of the high-risk criteria upon first entry into the school).

Part 2 of the DASS application requires schools to electronically submit supporting documents, including Local Governing School Board or charter governing board approval, to the CDE DASS Team through an online document mailbox using Box.com. Following the completion of the DASS application survey in Part 1, the designated DASS Coordinator will receive an e-mail with instructions for completing Part 2 of the DASS application, including instructions for accessing their school's Box.com electronic folder and uploading their supporting documents.

The deadline for submitting **Part 1** for the 2024-25 school year is **May 15, 2024**. The deadline for submitting **Part 2** is **July 10, 2024**.

Note: Approval of DASS participation in the 2024-25 school year is contingent upon completion of Part 2. It is recommended that the DASS application be placed on the local board agenda once the CDE box.com folder invitation for Part 2 supporting documents is accepted.

More information about the DASS application process and terms of participation are available on the [CDE DASS Web page](#).

For questions, Analysis, Measurement, and Accountability Reporting Division | Dashboard@cde.ca.gov |

[Accessible Version](#)

2024 DASS Part 1 Survey

School Information

New DASS Application or Renewal?

- New*
 Renewal

School Type:

- Alternative School of Choice*
 Charter School

School Information

County-District-School (CDS) Code: (No hyphens or spaces)
 County Name:
 District Name:
 School Name:

DASS Coordinator

First Name:
 Last Name:
 Job Title:
 E-mail Address:
 Phone Number: (999-999-9999)

[Accessible Version](#)

2024 DASS Part 1 Survey

Student Information

Number of students cumulatively enrolled:

In 2022-23 school year: (July 1, 2022 – June 30, 2023)

In 2023-24 school year: (July 1, 2023 - through the submission of this survey)

Based on your school's cumulative enrollment in the current year, provide the percentage of high-risk youth enrolled for each of the eligibility criteria. Enter "0" if none of your students meet the criteria. Students meeting eligibility criteria must be calculated based on unduplicated counts and status upon first entry to the school. Please count each student once and only in one category. The total percentage (sum of all categories) of high-risk students must be at least 70 percent of the school's cumulative enrollment to be eligible for DASS.

To calculate the percentage for each criteria, divide the number of students in the criteria by the total number of cumulatively enrolled students at the time the survey is completed.

Percentage (%) of students

Expelled: (EC Section 48925[b] including situations in which enforcement of the expulsion order was suspended [EC 48917])

Percentage (%) of students

Suspended more than 10 days in a school year: (EC Section 48925[d])

Percentage (%) of students who are Wards of the Court:

([WIC Section 601 or 602] or dependents of the court [WIC Section 300 or 654])

Percentage (%) of high-risk youth who are Pregnant and/or Parenting:

Percentage (%) of Recovered Dropout

Students: SBE define recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

2.3

Percentage (%) of students who are Habitually Truant or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer: (EC Section 48262 or 48263)

16.6

Percentage (%) of students Retained more than once in kindergarten through grade eight:

0.3

Percentage (%) of students who are credit deficient: (defined as, students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

62.6

Percentage (%) of students with a gap in enrollment: (defined as, students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)

1.0

Percentage (%) of students with a high level of transiency: (defined as, students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

26.2

Percentage (%) of students who are Foster Youth: (EC Section 42238.01[b]):

0.0

Percentage (%) of students who are Homeless Youth:

6.3

Total Percentage (%) of Students meeting DASS Eligibility Criteria: (Enter the total percentage of students who meet any of the above criteria)

80.1

Back

Reset

Next

[Accessible Version](#)



2024 DASS Part 1 Survey

Survey Submission

Before submitting please print this survey page for your reference.

Thank you for completing this form. Instructions for completing **Part 2** will be sent by e-mail within two business days. If you do not receive an e-mail within that timeframe, contact the Analysis, Measurement, and Accountability Reporting Division Dashboard@cde.ca.gov. Select the **Submit** button below to submit the application to the CDE DASS Team. If the submission is successful you will be redirected to the DASS Web page.

CDE Use Only
Date Reviewed
Date Approved
Date Denied
Reviewer

This Certification Covers a Three-Year Period

School Type (*check one*): Alternative School of Choice **Charter School**

School Information



37-68106-0137034	San Diego
County-District-School (CDS) Code	County Name
Audeo Charter School III	Escondido Union High
School Name	District Name

DASS Coordinator

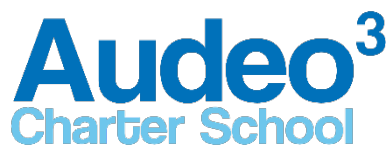
Aaron Smith	Administrator of Quality Performance and Planning
Coordinator's Name	Title
858 678-3913	asmith@altusschools.net
Area Code and Phone Number	E-mail Address

Signatures of Certification

The undersigned, hereby certify that the percentages of high-risk students stated on the DASS Participation Form are true and correct.

Sharnita Moore	 05/28/2024
School Principal's Name	Signature and Date Certified
Tim Tuter	 06/03/2024
Superintendent's or Charter School Administrator's Name	Signature and Date Certified
Wayland Myers	
Board President's Name	Signature and Date Certified

Note: This form and all supporting documents must be submitted to CDE for DASS Participation.



Assumptions for May Revised 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 68.45%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo III's May 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)	68.45%
District's Unduplicated Pupil Percentage (EUHSD)	81.33%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	183	136	119
CBEDS	138	111	106
Students Served	302	241	212
ADA:			
Grade 4-6	7.27	4.88	3.16
Grade 7-8	13.37	17.08	15.41
Grade 9-12	149.15	106.07	100.38
Total ADA	169.79	128.03	118.95

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$2,504,758
Federal Revenues	\$239,981
State Revenues Other than LCFF	\$466,876
Local Revenues	\$37,733
Total Projected Revenues	\$3,249,348

- **In Lieu of Property Taxes** of \$5,589.23 per current year (CY) P-2 ADA is based on 2023-24 P-2 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo III was granted 2022-23 ESSA CSI fund is the amount of \$178,351. The project period for this grant began on March 13, 2023, and ends on September 30, 2024. Audeo III has included \$84,165 of its 2022-23 CSI fund in this budget. The remaining amount of \$94,186 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. Audeo III's ESSER III revised allocation is \$135,565 and of that amount, \$24,495 was spent in FY 2021-22 and 2022-23. Audeo III has included \$75,203 in this budget and the remaining amount of \$35,404 will be spent by September 30, 2024.

Expanded Learning Opportunities 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 in FY 2022-23. The remaining amount of \$19,257 is included 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. Audeo III's allocation amount is \$549 and of that

amount, \$200 was spent in FY 2022-23 and the remaining \$349 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 \$600. 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 \$160.76 per PY California Basic Educational Data System (CBEDS) count.
 - **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$4,235 and Learning Recovery funds of \$3,046 are included in this budget and have been fully spent as of September 30, 2023.
 - **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 \$19.76 for Grades K-8 and \$54.91 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 has 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 has included \$2,233 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. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$642.42 per ADA. Total allocation for Audeo III is \$76,416. Audeo III has included \$9,159 in its FY 2023-24 budget. Deadline for obligation of this fund is FY 2025-26.
- **College and Career Access Pathways Grant (CCAP)** provides Audeo III with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Audeo III was granted \$25,000 per year for the next four years. Over the course of the grant, Audeo III's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Audeo III goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo III was funded \$17,520. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	9.30
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.56
Certificated Supervisor & Administrator	1300	0.60
Other Certificated Teacher Resource (CTR)	1900	2.00
Resource Center Associate (RCA)	2100	2.00
Classified Support (Admin Support)	2200	0.03
Classified Supervisor & Administrator	2300	0.21
Clerical, Technical & Office Staff	2400	1.74
Other Classified (Administrative Support)	2900	0.03
TOTAL FTE POSITIONS BUDGETED		16.47

- * 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 27.5%.

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 \$2,700	3401-02		
- Dental \$120			
- Vision \$27			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.24%	1.24%

AUGMENTATION PAY

Audeo Charter School III's budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024 with Altus Schools Southern California excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 23-24
Salary - Certificated	\$41,232
Salary – Classified	\$6,697
Total Salary	\$47,929
Benefits - Certificated	\$9,005
Benefits - Classified	\$2,386
Total Benefits	\$11,391
Grand Total	\$59,320

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 \$432,955 representing 13.32% of the Operational Budget. Included in this object code are SDCOE charter 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 \$64,987 for marketing expenses included in the object code 5800 and represents 2.0% of its total budget.

RESERVES

Audeo III has allocated reserves of \$389,922 for FY 2023-24 representing 12% of total revenues of \$3,249,348.

FACILITIES

Audeo III carries out contractual lease agreements with an annual cost of \$121,916 for FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2028) is \$599,826. Audeo III has allocated reserves for this amount.



**MAY REVISED OPERATIONAL BUDGET
FY 2023-2024**

REVENUES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 1,527,380.00	\$ 1,465,869.00	\$ 61,511.00
LCFF State Aid - PY	8019	(5,575.00)		(5,575.00)
Education Protection Account	8012	33,958.00	33,076.00	882.00
In-Lieu of Property Taxes	8096	948,995.00	926,659.00	22,336.00
TOTAL, LCFF ENTITLEMENT		\$ 2,504,758.00	\$ 2,425,604.00	\$ 79,154.00
FEDERAL REVENUES				
Special Ed - Federal IDEA	8181	\$ 15,168.00	\$ 12,266.00	\$ 2,902.00
Special Ed - IDEA Local Assistance, Part B, Early Intervening Services	8990	2,676.00	2,164.00	512.00
ESSA CSI	8290	84,165.00	142,681.00	(58,516.00)
ESSER III	8290	48,090.00	83,495.00	(35,405.00)
ESSER III - Learning Loss	8290	27,113.00	27,113.00	-
ELO ESSER III - Emergency Needs	8290	6,585.00	6,585.00	-
ELO ESSER III - Learning Loss	8290	12,672.00	12,672.00	-
Title I, Part A - Basic Grants Low-Income & Neglected	8290	26,525.00	26,525.00	-
Title II, Part A - Improving Teacher Quality Program	8290	2,928.00	2,928.00	-
Title III - Limited English Proficient Study Program	8290	3,110.00	3,110.00	-
Title IV, Part A, Student Support and Academic Enrich.	8290	10,000.00	10,000.00	-
ARP - Homeless Children and Youth II (ARP-HCY II)	8290	349.00	349.00	-
Project SaFE	8290	600.00	600.00	-
TOTAL, FEDERAL REVENUES		\$ 239,981.00	\$ 330,488.00	\$ (90,507.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	6,258.00	6,258.00	\$ -
State Lottery Revenue - Non Prop-20	8560	31,389.00	30,574.00	815.00
State Lottery Revenue - Non Prop-20 PY	8560	2,380.00		2,380.00
State Lottery Instructional Materials - Prop-20	8560	12,768.00	12,437.00	331.00
State Lottery Revenue - Prop-20 PY	8560	1,216.00		1,216.00
Special Education State	8792	150,666.00	113,614.00	37,052.00
Special Education - Mental Health Level 2	8590	13,739.00	13,383.00	356.00
Career Technical Education Incentive	8590	124,500.00	124,500.00	-
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	9,159.00	11,045.00	(1,886.00)
Arts and Music in Schools (Prop 28)	8590	17,520.00		17,520.00
Special Education - Dispute Prevention	8590	4,235.00	4,235.00	-
Special Education - Learning Recovery	8590	3,046.00	3,046.00	-
College and Career Access Pathway Grant	8590	90,000.00	90,000.00	-
TOTAL, STATE REVENUES		\$ 466,876.00	\$ 409,092.00	\$ 57,784.00
LOCAL REVENUES				
Interest Income	8660	35,000.00	22,500.00	\$ 12,500.00
All Other Local Revenue	8699	500.00	250.00	250.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	2,233.00	4,000.00	(1,767.00)
TOTAL LOCAL REVENUES		\$ 37,733.00	\$ 26,750.00	\$ 10,983.00
TOTAL, REVENUES		\$ 3,249,348.00	\$ 3,191,934.00	\$ 57,414.00



**MAY REVISED OPERATIONAL BUDGET
FY 2023-2024**

EXPENDITURES

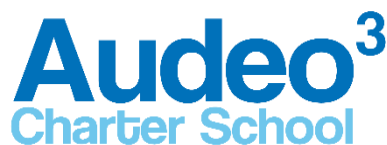
DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	\$ 764,740.00	\$ 751,281.00	\$ 13,459.00
Certificated Pupil Support Salaries	1200	79,501.00	76,090.00	3,411.00
Certificated Supervisors' & Administrators' Salaries	1300	109,368.00	104,517.00	4,851.00
Other Certificated Salaries	1900	91,686.00	95,020.00	(3,334.00)
TOTAL, CERTIFICATED SALARIES		\$ 1,045,295.00	\$ 1,026,908.00	\$ 18,387.00
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	34,507.00	35,498.00	\$ (991.00)
Classified Support Salaries	2200	2,622.00	2,557.00	65.00
Classified Supervisors' & Administrators' Salaries	2300	37,762.00	35,964.00	1,798.00
Clerical, Technical and Office Salaries	2400	132,335.00	127,634.00	4,701.00
Other Certificated Salaries	2900	3,440.00	3,277.00	163.00
TOTAL, CLASSIFIED SALARIES		\$ 210,666.00	\$ 204,930.00	\$ 5,736.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 201,877.00	\$ 198,384.00	\$ 3,493.00
PERS Retirement	3200	\$ 51,287.00	\$ 49,756.00	1,531.00
Social Security/Medicare	3300	\$ 30,678.00	\$ 29,939.00	739.00
Health and Welfare	3400	\$ 382,915.00	\$ 388,606.00	(5,691.00)
Unemployment Insurance	3500	\$ 628.00	\$ 616.00	12.00
Workers Compensation Insurance	3600	\$ 15,686.00	\$ 15,353.00	333.00
TOTAL EMPLOYEE BENEFITS		\$ 683,071.00	\$ 682,654.00	\$ 417.00
TOTAL PERSONNEL COST		\$ 1,939,032.00	\$ 1,914,492.00	\$ 24,540.00



**MAY REVISED OPERATIONAL BUDGET
FY 2023-2024**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASES)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	\$ 15,650.00	\$ 15,650.00	\$ -
Books other than textbooks	4200	5,700.00	5,700.00	-
Instructional Materials and Supplies	4300	41,338.00	38,838.00	2,500.00
On-line Courses	4312	10,090.00	10,090.00	-
Research and Development	4313	2,500.00	2,500.00	-
Non-Capitalized Equipment	4400	41,565.00	38,670.00	2,895.00
Food	4700	4,700.00	4,700.00	-
TOTAL, BOOKS AND SUPPLIES		\$ 121,543.00	\$ 116,148.00	\$ 5,395.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 21,202.00	\$ 21,201.00	\$ 1.00
Research and Development - Travel	5202	7,008.00	7,008.00	-
Dues and Memberships	5300	9,685.00	9,170.00	515.00
Liability Insurance	5400	11,035.00	11,735.00	(700.00)
Operations and Housekeeping Services	5500	54,398.00	56,116.00	(1,718.00)
Rental, Leases & Repairs	5600	186,750.00	186,750.00	-
Direct Cost Transfer	5700	5,000.00	5,000.00	-
Prof/Consulting Services/Oper. Exp.	5800	362,968.00	342,130.00	20,838.00
Marketing	5812	64,987.00	63,839.00	1,148.00
Communication	5900	15,725.00	15,220.00	505.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 738,758.00	\$ 718,169.00	\$ 20,589.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	51,064.00	51,064.00	\$ -
Depreciation - Equipment	6900	8,879.00	8,879.00	-
TOTAL, CAPITAL OUTLAY		\$ 59,943.00	\$ 59,943.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest	7438	\$ 150.00	\$ 150.00	-
TOTAL, OTHER OUTGO		\$ 150.00	\$ 150.00	-
RESERVES				
Operational Reserve	9730	\$ 194,961.00	\$ 191,516.00	\$ 3,445.00
Reserve for Economic Uncertainties	9770	194,961.00	191,516.00	3,445.00
TOTAL, RESERVES		\$ 389,922.00	\$ 383,032.00	\$ 6,890.00
%		12%	12%	
TOTAL, EXPENDITURES		\$ 3,249,348.00	\$ 3,191,934.00	\$ 57,414.00



Assumptions for Preliminary Operational Budget FY 2024-25

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 68.22%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo III's Preliminary Operational Budget.

Table 1:

Description	FY 2024-25
Grades 4-6 Adjusted Base Grant	\$10,177
Grades 7-8 Adjusted Base Grant	\$10,478
Grades 9-12 Adjusted Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)	1.07%
Audeo III's Unduplicated Pupil Percentage (Rolling Average)	68.22%
District's Unduplicated Pupil Percentage (EUHSD)	81.33%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	183	183	136
CBEDS	138	138	111
Students Served	302	302	241
ADA:			
Grade 4-6	7.28	7.27	4.88
Grade 7-8	13.38	13.37	17.08
Grade 9-12	149.33	149.15	106.07
Total ADA	169.99	169.79	128.03

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$2,536,340
Federal Revenues	\$192,157
State Revenues Other than LCFF	\$390,504
Local Revenues	\$44,550
Total Projected Revenues	\$3,163,551

- **In Lieu of Property Taxes** of \$5,589.23 per current year (CY) P-2 ADA is based on 2023-24 P-2 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

Audeo III was granted 2022-23 ESSA CSI fund is the amount of \$178,351. The project period for this grant began on March 13, 2023, and ends on September 30, 2024. Audeo III has spent \$84,165 of its 2022-23 CSI fund in this budget. The remaining amount of \$94,186 is included in this FY 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. Audeo III's ESSER III revised allocation is \$135,565 and of that amount, \$100,161 was spent from FY 21-22 to FY 23-24. Audeo III has included the remaining ESSER III fund of \$35,404 in this FY budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$896.90 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$140 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 \$20.06 for Grades K-8 and \$55.76 for Grades 9-12.
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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 has included \$4,000 in its budget for this FY, which is under local revenue.

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NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	9.32
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.62
Certificated Supervisor & Administrator	1300	0.72
Other Certificated Teacher Resource (CTR)	1900	2.00
Resource Center Associate (RCA)	2100	2.00
Classified Support (Admin Support)	2200	0.04
Classified Supervisor & Administrator	2300	0.28
Clerical, Technical & Office Staff	2400	2.01
Other Classified (Administrative Support)	2900	0.04
TOTAL FTE POSITIONS BUDGETED		17.03

- * 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 2024-25, we estimated the Special Ed population at 27.5%.

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OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <div style="text-align: center;"><u>Monthly Rates</u></div> <ul style="list-style-type: none"> - Medical \$2,700 - Dental \$120 - Vision \$27 - Life Ins. .00114 	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.24%	1.24%

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 \$11,300 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 \$393,830 representing 12.45% of the Operational Budget. Included in this object code are SDCOE charter 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 2024-25, Audeo III has allocated \$63,271 for marketing expenses included in the object code 5800 and represents 2.0% of its total budget.

RESERVES

Audeo III has allocated reserves of \$316,355 for FY 2024-25 representing 10% of total revenues of \$3,163,551.

FACILITIES

Audeo III carries out contractual lease agreements with an annual cost of \$128,452 for FY 2024-25. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2028) is \$477,910. Audeo III has allocated reserves for this amount.



**PRELIMINARY OPERATIONAL BUDGET
FY 2024-2025**

REVENUES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF		
LCFF State Aid	8011	\$ 1,552,229.00
Education Protection Account	8012	33,998.00
In-Lieu of Property Taxes	8096	950,113.00
TOTAL, LCFF ENTITLEMENT		\$ 2,536,340.00
FEDERAL REVENUES		
Special Ed - Federal IDEA	8181	\$ 16,422.00
Special Ed - IDEA Local Assistance, Part B, Early Intervening Services	8990	2,898.00
ESSA CSI	8290	94,186.00
ESSER III	8290	35,404.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	26,525.00
Title II, Part A - Improving Teacher Quality Program	8290	2,928.00
Title III - Limited English Proficient Study Program	8290	3,794.00
Title IV, Part A, Student Support and Academic Enrich.	8290	10,000.00
TOTAL, FEDERAL REVENUES		\$ 192,157.00
STATE REVENUES OTHER THAN LCFF		
Mandate Block Grant	8550	\$ 8,731.00
State Lottery Revenue - Non Prop-20	8560	31,426.00
State Lottery Revenue - Prop-20	8560	12,783.00
Special Education	8792	150,849.00
Special Education - Mental Health Level 2	8590	13,756.00
Career Technical Education Incentive	8590	145,439.00
Arts and Music in Schools (Prop 28)	8590	17,520.00
College and Career Access Pathway Grant	8590	10,000.00
TOTAL, STATE REVENUES		\$ 390,504.00
LOCAL REVENUES		
Interest Income	8660	\$ 40,000.00
All Other Local Revenue	8699	550.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	4,000.00
TOTAL LOCAL REVENUES		\$ 44,550.00
TOTAL, REVENUES		\$ 3,163,551.00



**PRELIMINARY OPERATIONAL BUDGET
FY 2024-2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Certificated Teachers' Salaries	1100	\$ 864,715.00
Certificated Pupil Support Salaries	1200	75,929.00
Certificated Supervisors' & Administrators' Salaries	1300	113,670.00
Other Certificated Salaries	1900	78,213.00
TOTAL, CERTIFICATED SALARIES		\$ 1,132,527.00
CLASSIFIED SALARIES		
Instructional Aides' Salaries	2100	\$ 43,206.00
Classified Support Salaries	2200	\$ 1,724.00
Classified Supervisors' & Administrators' Salaries	2300	44,983.00
Clerical, Technical and Office Salaries	2400	109,336.00
Other Certificated Salaries	2900	4,369.00
TOTAL, CLASSIFIED SALARIES		\$ 203,618.00
EMPLOYEE BENEFITS		
STRS Retirement	3100	\$ 219,306.00
PERS Retirement	3200	50,144.00
Social Security/Medicare	3300	31,027.00
Health and Welfare	3400	274,185.00
Unemployment Insurance	3500	668.00
Workers Compensation Insurance	3600	16,568.00
TOTAL EMPLOYEE BENEFITS		\$ 591,898.00
TOTAL PERSONNEL COST		\$ 1,928,043.00



**PRELIMINARY OPERATIONAL BUDGET
FY 2024-2025**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
BOOKS AND SUPPLIES		
Textbooks and Core Curricula Materials	4100	\$ 2,000.00
Books other than textbooks	4200	12,480.00
Instructional Materials and Supplies	4300	38,013.00
On-line Courses	4312	10,090.00
Research and Development	4313	3,500.00
Non-Capitalized Equipment	4400	61,752.00
Food	4700	3,996.00
TOTAL, BOOKS AND SUPPLIES		\$ 131,831.00
SERVICES, OTHER OPERATING EXPENSES		
Travel and Conference	5200	\$ 17,307.00
Research and Development - Travel	5202	7,800.00
Dues and Memberships	5300	10,120.00
Liability Insurance	5400	11,562.00
Operations and Housekeeping Services	5500	49,639.00
Rental, Leases & Repairs	5600	177,824.00
Prof/Consulting Services/Oper. Exp.	5800	330,559.00
Marketing	5812	63,271.00
Communication	5900	11,403.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 679,485.00
CAPITAL OUTLAY		
Depreciation - Leasehold Improvement	6900	\$ 93,617.00
Depreciation - Equipment	6900	14,208.00
TOTAL, CAPITAL OUTLAY		\$ 107,825.00
OTHER OUTGO		
Debt Service Payment - Interest	7438	\$ 12.00
TOTAL, OTHER OUTGO		\$ 12.00
RESERVES		
Operational Reserve	9730	\$ 158,177.00
Reserve for Economic Uncertainties	9770	\$ 158,178.00
TOTAL, RESERVES		\$ 316,355.00
%		10%
TOTAL, EXPENDITURES		\$ 3,163,551.00



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 30th 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, 2024

Secretary

Audeo³ Charter School

Education Protection Account Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 33,998.00
Total Projected EPA Entitlement		\$ 33,998.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	\$ 22,331.57
Retirement: STRS	3111	\$ 4,265.31
Medicare	3321	\$ 326.00
Health & Welfare	3401	\$ 6,630.64
Unemployment Insurance	3501	\$ 11.13
Workers' Compensation Insurance	3601	\$ 278.81
Mileage Allowance	5200	\$ 154.54
Total Projected Expenditures		\$ 33,998.00
Balance (Total Available minus Total Expenditures)		-

Audeo Valley Charter School

Assumptions for May Revised 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 74.13%.
- * **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 – 2024-25 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's May Revised 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)	74.13%
District's Unduplicated Pupil Percentage (MVUSD)	80.54%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	259	257	271
CBEDS Enrollment	241	239	235
Students Served	378	352	342
ADA:			
Grade 4-6	15.39	10.37	11.70
Grade 7-8	46.37	45.88	35.36
Grade 9-12	213.12	191.93	198.73
Total ADA	274.88	248.18	245.79

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$4,131,176
Federal Revenues	476,381
State Revenues Other than LCFF	628,107
Local Revenues	20,424
Total Projected Revenues	\$5,256,088

- **In Lieu of Property Taxes** of \$1,314.50 per current year (CY) P-2 ADA is based on FY 2023-24 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 CY ADA. Rates used are based on School Services of California's latest estimates: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

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, \$12,372 was spent in FY 2021-23. 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 the higher of each charter's 2021-22, 2022-23, or 2023-24 P-2 ADA while **Federal IDEA** revenues are projected at \$160.76 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 a revised rate of \$642.42 per ADA. Total revised allocation for Audeo Valley is \$157,901. The deadline for obligation of this fund is FY 2025-26. Audeo Valley included \$12,000 in this budget.
- **College and Career Access Pathways Grant (CCAP)** provides Audeo Valley Charter School with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Audeo Valley was granted \$100,000 and received \$90,000 in FY 23-24. Over the course of the grant, Audeo Valley's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Audeo Valley goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Valley budgeted \$40,135 in FY 2023-24. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	13.20
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	0.80
Certificated Supervisor & Administrator	1300	1.20
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide (RCA)	2100	2.50
Classified Support	2200	0.09
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.95
Other Classified	2900	0.06
TOTAL FTE POSITIONS BUDGETED		25.22

- * 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 19%.

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 \$2,600			
- 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%

AUGMENTATION PAY

Audeo Valley Charter School's budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024 with Audeo Valley Charter School excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 2023-24
Salary - Certificated	\$55,822
Salary - Classified	\$12,984
Total Salary	\$68,806
Benefits - Certificated	\$12,147
Benefits - Classified	\$4,614
Total Benefits	\$16,761
Grand Total	\$85,567

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 \$16,440 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 \$562,820 representing 10.7% 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 \$105,122 for marketing expenses included in the object code 5800 and represents 2% 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 \$41,312 for FY 2023-24 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of \$1,051,218 for FY 2023-24 representing 20% of total revenues of \$5,256,088.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of \$207,973 for fiscal year 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term with extension option (Year 2032) is \$2,050,470.

Audeo Valley
Charter School
May Revised Operational Budget
FY 2023-24

REVENUES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES				
LCFF State Aid - Current Year	8011 +	\$ 2,698,461.00	\$ 2,810,675.00	\$ (112,214.00)
LCFF State Aid - Prior Year	8019 +	(22,969.00)	-	(22,969.00)
Education Protection Account (EPA) - Current Year	8012 +	1,092,478.00	988,577.00	103,901.00
Education Protection Account (EPA) - Prior Year	8019 +	1,876.00	-	1,876.00
In Lieu of Property Taxes - Current Year	8096 +	361,330.00	312,335.00	48,995.00
TOTAL, LCFF SOURCES		= \$ 4,131,176.00	\$ 4,111,587.00	\$ 19,589.00
FEDERAL REVENUES				
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181 +	\$ 38,422.00	\$ 31,070.00	\$ 7,352.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182 +	3,169.00	-	3,169.00
Title I, Part A - Improving Basic Programs	8290 +	54,972.00	54,972.00	-
Title II, Part A - Supporting Effective Instruction	8290 +	7,686.00	7,686.00	-
Title III, Part A - English Learner Student Program	8290 +	3,110.00	3,110.00	-
Title IV, Part A - Student Support and Academic Enrichment	8290 +	10,000.00	10,000.00	-
Elementary and Secondary School Relief (ESSER) III	8290 +	359,022.00	359,022.00	-
TOTAL, FEDERAL REVENUES		= \$ 476,381.00	\$ 465,860.00	\$ 10,521.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550 +	\$ 11,705.00	\$ 11,650.00	\$ 55.00
Lottery: Unrestricted	8560 +	50,817.00	50,318.00	499.00
Lottery: Unrestricted PY	8560 +	1,270.00	1,270.00	-
Lottery: Instructional Materials	8560 +	20,671.00	20,468.00	203.00
Lottery: Instructional Materials PY	8560 +	2,674.00	2,674.00	-
Career Technical Education Incentive Grant	8590 +	125,072.00	125,072.00	-
Special Education	8792 +	245,463.00	241,533.00	3,930.00
Special Education: Mental Health Services - Level 2	8590 +	22,242.00	22,024.00	218.00
Educator Effectiveness	8590 +	5,484.00	5,484.00	-
Arts, Music, and Instructional Materials Discretionary Block Grant	8590 +	12,000.00	12,000.00	-
College & Career Access Pathways Grant	8590 +	90,000.00	90,000.00	-
California Assessment of Student Performance and Progress (CAASPP)	8590 +	444.00	444.00	-
English Language Proficiency Assessments of California (ELPAC)	8590 +	130.00	130.00	-
Arts and Music in Schools (AMS) - Prop 28	8590 +	40,135.00	-	40,135.00
TOTAL, OTHER STATE REVENUES		= \$ 628,107.00	\$ 583,067.00	\$ 45,040.00
LOCAL REVENUES				
Interest Income	8660 +	\$ 10,392.00	\$ 10,036.00	\$ 356.00
All Other Local Revenue	8699 +	10,032.00	4,500.00	5,532.00
TOTAL, LOCAL REVENUES		= \$ 20,424.00	\$ 14,536.00	\$ 5,888.00
TOTAL, REVENUES		\$ 5,256,088.00	\$ 5,175,050.00	\$ 81,038.00

Audeo Valley
Charter School
May Revised Operational Budget
FY 2023-24

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100 + \$	999,255.00	\$ 1,101,812.00	\$ (102,557.00)
Certificated Pupil Support Salaries	1200 +	87,229.00	81,662.00	5,567.00
Certificated Supervisors' & Administrators' Salaries	1300 +	212,456.00	197,810.00	14,646.00
Other Certificated Salaries	1900 +	86,062.00	150,997.00	(64,935.00)
TOTAL, CERTIFICATED SALARIES	= \$	1,385,002.00	\$ 1,532,281.00	\$ (147,279.00)
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100 + \$	58,571.00	\$ 90,160.00	\$ (31,589.00)
Classified Support Salaries	2200 +	9,002.00	7,668.00	1,334.00
Classified Supervisors' & Administrators' Salaries	2300 +	80,733.00	73,928.00	6,805.00
Clerical, Technical and Office Staff Salaries	2400 +	223,069.00	210,727.00	12,342.00
Other Classified Salaries	2900 +	8,181.00	6,753.00	1,428.00
TOTAL, CLASSIFIED SALARIES	= \$	379,556.00	\$ 389,236.00	\$ (9,680.00)
EMPLOYEE BENEFITS				
STRS Retirement	3100 + \$	269,250.00	\$ 297,156.00	\$ (27,906.00)
PERS Retirement	3200 +	93,003.00	95,899.00	(2,896.00)
Social Security/Medicare	3300 +	47,752.00	50,656.00	(2,904.00)
Health and Welfare	3400 +	655,326.00	689,261.00	(33,935.00)
Unemployment Insurance	3500 +	882.00	961.00	(79.00)
Workers Compensation	3600 +	20,576.00	22,363.00	(1,787.00)
TOTAL, EMPLOYEE BENEFITS	= \$	1,086,789.00	\$ 1,156,296.00	\$ (69,507.00)
TOTAL, PERSONNEL COST	\$	2,851,347.00	\$ 3,077,813.00	\$ (226,466.00)

Audeo Valley
Charter School
May Revised Operational Budget
FY 2023-24

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100 + \$	20,295.00	\$ 35,295.00	\$ (15,000.00)
Books and Other Reference Materials	4200 +	6,261.00	6,762.00	(501.00)
Materials and Supplies	4300 +	146,821.00	173,932.00	(27,111.00)
On-Line Courses	4312 +	22,909.00	25,699.00	(2,790.00)
Research and Development	4313 +	4,000.00	4,000.00	-
Noncapitalized Equipment	4400 +	68,073.00	104,717.00	(36,644.00)
Food	4700 +	8,582.00	8,876.00	(294.00)
TOTAL, BOOKS AND SUPPLIES	= \$	276,941.00	\$ 359,281.00	\$ (82,340.00)
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200 + \$	38,704.00	\$ 41,672.00	\$ (2,968.00)
Research and Development Travel	5202 +	12,440.00	12,440.00	-
Dues and Memberships	5300 +	11,680.00	14,159.00	(2,479.00)
Liability Insurance	5400 +	21,233.00	24,136.00	(2,903.00)
Operations and Housekeeping Services	5500 +	76,495.00	78,539.00	(2,044.00)
Rental, Leases, Repairs & Noncapitalized Improvements	5600 +	302,233.00	356,899.00	(54,666.00)
Professional/Consulting Services/Operating Exp.	5800 +	457,698.00	432,825.00	24,873.00
Marketing Fees	5812 +	105,122.00	103,501.00	1,621.00
Communications	5900 +	32,703.00	34,505.00	(1,802.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES	= \$	1,058,308.00	\$ 1,098,676.00	\$ (40,368.00)
CAPITAL OUTLAY				
Depreciation - Equipment	6900 + \$	3,105.00	\$ 3,105.00	-
Depreciation - Leasehold Improvement	6900 +	14,350.00	14,350.00	-
TOTAL, CAPITAL OUTLAY	= \$	17,455.00	\$ 17,455.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases & CSFA Loan)	7438 + \$	819.00	\$ 819.00	-
TOTAL, OTHER OUTGO	= \$	819.00	\$ 819.00	\$ -
RESERVES				
Operational Reserve	9780 + \$	525,609.00	\$ 310,503.00	\$ 215,106.00
Reserve for Economic Uncertainties	9789 +	525,609.00	310,503.00	215,106.00
TOTAL, RESERVES	= \$	1,051,218.00	\$ 621,006.00	\$ 430,212.00
%		20.0%	12.0%	
TOTAL, EXPENDITURES		\$ 5,256,088.00	\$ 5,175,050.00	\$ 81,038.00

Audeo Valley Charter School

Assumptions for Preliminary Operational Budget FY 2024-25

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 75.66%.
- * **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 – 2024-25 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's May Revised Operational Budget.

Table 1:

Description	FY 2024-25
Adjusted Grades 4-6 Base Grant	\$10,177
Adjusted Grades 7-8 Base Grant	\$10,478
Adjusted Grades 9-12 Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)*	1.07%
Audeo Valley's Unduplicated Pupil Percentage (Rolling Average)	75.66%
District's Unduplicated Pupil Percentage (MVUSD)	80.54%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	262	259	257
CBEDS Enrollment	243	241	239
Students Served	379	378	352
ADA:			
Grade 4-6	15.54	15.39	10.37
Grade 7-8	46.83	46.37	45.88
Grade 9-12	215.25	213.12	191.93
Total ADA	277.62	274.88	248.18

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$4,282,175
Federal Revenues	109,785
State Revenues Other than LCFF	552,683
Local Revenues	41,130
Total Projected Revenues	\$4,985,773

- **In Lieu of Property Taxes** of \$1,314.50 per current year (CY) P-2 ADA is based on FY 2023-24 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 CY ADA. Rates used are based on School Services of California's latest estimates: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

- **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 \$140 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 \$20 for Grades K-8 and \$55.59 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 \$140,143 in its budget for this fiscal year.
- **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 a revised rate of \$642.42 per ADA. Total revised allocation for Audeo Valley is \$157,901. The deadline for obligation of this fund is FY 2025-26. Audeo Valley included \$8,000 in this budget.
- **College and Career Access Pathways Grant (CCAP)** provides Audeo Valley Charter School with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Audeo Valley was granted \$100,000 and received \$90,000 in FY 23-24. The remaining \$10,000 is included in this budget. Over the course of the grant, Audeo Valley's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Audeo Valley goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Audeo Valley budgeted \$40,433 in FY 2024-25. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*)	1100	13.19
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	0.79
Certificated Supervisor & Administrator	1300	1.20
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide (RCA)	2100	1.00
Classified Support	2200	0.09
Classified Supervisor & Administrator	2300	0.42
Clerical, Technical & Office Staff	2400	2.95
Other Classified	2900	0.06
TOTAL FTE POSITIONS BUDGETED		23.70

- * 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 2024-25, we estimated the Special Ed population at 19%.

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		27.05%
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 \$16,766 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 \$512,328 representing 10.3% 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 2024-25, Audeo Valley has allocated \$99,715 for marketing expenses included in the object code 5800 and represents 2% 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 \$42,822 for FY 2024-25 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of \$299,146 for FY 2024-25 representing 6% of total revenues of \$4,985,773.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of \$199,397 for fiscal year 2024-25. The total cost of the current lease contracts from July 2024 through the end of the lease term with extension option (Year 2032) is \$1,842,498.

Audeo Valley Charter School

Preliminary Operational Budget FY 2024-25

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES			
LCFF State Aid - Current Year	8011	+ \$	2,802,070.00
Education Protection Account (EPA) - Current Year	8012	+	1,115,174.00
In Lieu of Property Taxes - Current Year	8096	+	364,931.00
TOTAL, LCFF SOURCES		= \$	4,282,175.00
FEDERAL REVENUES			
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ \$	33,740.00
Title I, Part A - Improving Basic Programs	8290	+	54,972.00
Title II, Part A - Supporting Effective Instruction	8290	+	7,686.00
Title III, Part A - English Learner Student Program	8290	+	3,387.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00
TOTAL, FEDERAL REVENUES		= \$	109,785.00
STATE REVENUES OTHER THAN LCFF			
Mandate Block Grant	8550	+ \$	13,083.00
Lottery: Unrestricted	8560	+	51,323.00
Lottery: Instructional Materials	8560	+	20,877.00
Career Technical Education Incentive Grant	8590	+	140,143.00
Special Education	8792	+	246,360.00
Special Education: Mental Health Services - Level 2	8590	+	22,464.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+	8,000.00
College & Career Access Pathways Grant	8590	+	10,000.00
Arts and Music in Schools (AMS)- Prop 28	8590	+	40,433.00
TOTAL, OTHER STATE REVENUES		= \$	552,683.00
LOCAL REVENUES			
Interest Income	8660	+ \$	18,000.00
All Other Local Revenue	8699	+	23,130.00
TOTAL, LOCAL REVENUES		= \$	41,130.00
TOTAL, REVENUES		\$	4,985,773.00

AudeoValley
Charter School
Preliminary Operational Budget
FY 2024-25

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	+	\$	1,171,750.00
Certificated Pupil Support Salaries	1200	+		80,526.00
Certificated Supervisors' & Administrators' Salaries	1300	+		201,143.00
Other Certificated Salaries	1900	+		151,010.00
TOTAL, CERTIFICATED SALARIES		=	\$	1,604,429.00
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100	+	\$	24,603.00
Classified Support Salaries	2200	+		7,182.00
Classified Supervisors' & Administrators' Salaries	2300	+		74,999.00
Clerical, Technical and Office Staff Salaries	2400	+		197,796.00
Other Classified Salaries	2900	+		6,753.00
TOTAL, CLASSIFIED SALARIES		=	\$	311,333.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	+	\$	310,985.00
PERS Retirement	3200	+		77,787.00
Social Security/Medicare	3300	+		45,608.00
Health and Welfare	3400	+		660,892.00
Unemployment Insurance	3500	+		958.00
Workers Compensation	3600	+		22,223.00
TOTAL, EMPLOYEE BENEFITS		=	\$	1,118,453.00
TOTAL, PERSONNEL COST			\$	3,034,215.00

AudeoValley Charter School

Preliminary Operational Budget FY 2024-25

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	+	\$	30,000.00
Books and Other Reference Materials	4200	+		8,400.00
Materials and Supplies	4300	+		177,900.00
On-Line Courses	4312	+		23,670.00
Research and Development	4313	+		3,950.00
Noncapitalized Equipment	4400	+		126,000.00
Food	4700	+		9,000.00
TOTAL, BOOKS AND SUPPLIES		=	\$	378,920.00
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200	+	\$	45,809.00
Research and Development Travel	5202	+		12,816.00
Dues and Memberships	5300	+		14,150.00
Liability Insurance	5400	+		22,401.00
Operations and Housekeeping Services	5500	+		74,975.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+		507,559.00
Professional/Consulting Services/Operating Exp.	5800	+		412,613.00
Marketing Fees	5812	+		99,715.00
Communications	5900	+		31,606.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$	1,221,644.00
CAPITAL OUTLAY				
Depreciation - Equipment	6900	+	\$	3,881.00
Depreciation - Leasehold Improvement	6900	+		46,850.00
TOTAL, CAPITAL OUTLAY		=	\$	50,731.00
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Lease)	7438	+	\$	1,117.00
TOTAL, OTHER OUTGO		=	\$	1,117.00
RESERVES				
Operational Reserve	9780	+	\$	149,573.00
Reserve for Economic Uncertainties	9789	+		149,573.00
TOTAL, RESERVES		=	\$	299,146.00
%				6.0%
TOTAL, EXPENDITURES			\$	4,985,773.00



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 30th 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 26, 2024

Secretary

AudeoValley Charter School

Education Protection Account Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 1,115,174.00
Total Projected EPA Entitlement		\$ 1,115,174.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	\$ 713,370.00
Retirement: STRS	3111	\$ 142,900.00
Medicare	3321	\$ 10,417.00
Health & Welfare	3401	\$ 234,740.00
Unemployment Insurance	3501	\$ 357.00
Workers' Compensation Insurance	3601	\$ 8,334.00
Mileage Allowance	5200	\$ 5,056.00
Total Projected Expenditures		\$ 1,115,174.00
Balance (Total Available minus Total Expenditures)		\$ -

ALTUS SCHOOLS EAST COUNTY

Assumptions for May Revised Operational Budget FY 2023-24

Altus Schools East County (ASEC) is an independent study program. ASEC 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 ASEC, 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. ASEC 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 ASEC is 69.21%.
- * **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 – 2024-25 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASEC's February Revised 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%
ASEC's Unduplicated Pupil Percentage (Rolling Average)	69.21%
District's Unduplicated Pupil Percentage (GUHSD)	75.67%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	320	305	325
CBEDS Enrollment	260	257	282
Students Served	512	452	558
ADA:			
Grade 7-8	33.57	19.18	31.68
Grade 9-12	277.15	257.70	298.06
Total ADA	310.72	276.88	329.74

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$4,633,226
Federal Revenues	581,902
State Revenues Other than LCFF	948,321
Local Revenues	172,605
Total Projected Revenues	\$6,336,054

- **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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

ASEC 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.

ASEC has included \$157,938 of its 2022-23 CSI funds in this budget. The remaining amount of \$20,413 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. ASEC's ESSER III revised allocation is \$512,141 and of this amount \$17,104 was spent in FY 21-22 and \$72,386 was spent in FY 22-23. ASEC has included \$291,996 of ESSER III funds in this budget and the remaining amount of \$130,655 will be spent in FY 2024-25.

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. ASEC's allocation amount is \$3,393 and of this amount, \$792 was spent in FY 22-23. ASEC has included \$2,286 in this budget and the remaining amount of \$315 will be spent in FY 2024-25.

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 \$21,300 and ASEC is a subrecipient for \$800. As a subrecipient, ASEC 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.
- **Arts, Music, and Instructional Materials Discretionary 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. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$642.42 per ADA. Total allocation for ASEC is \$211,833. ASEC included \$102,017 in its FY 2023-24 budget. Deadline for obligation of this fund is FY 2025-26.

- **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. ASEC'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 and \$647 in its FY 22-23 budget. ASEC included \$6,000 in its FY 23-24 budget and plans to spend the remaining amount of \$5,519 in FY 24-25.
- **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 \$160.76 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. ASEC chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.76 for Grades K-8 and \$54.91 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. ASEC has included \$303,496 in its budget for this fiscal year.
- **College and Career Access Pathways Grant (CCAP)** provides ASEC with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASEC was granted \$25,000 per year for the next four years. Over the course of the grant, ASEC's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASEC's goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools East County was funded \$42,360. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	14.23
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	0.99
Certificated Supervisor & Administrator	1300	1.03
Other Certificated Teacher Resource (CTR)	1900	5.00
Instructional Aide's Salaries	2100	5.00
Classified Support (Admin Support)	2200	0.11
Classified Supervisor & Administrator	2300	0.49
Clerical, Technical & Office Staff	2400	2.95
Other Classified Salaries	2900	0.07
TOTAL FTE POSITIONS BUDGETED		29.87

- * 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:

	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%

AUGMENTATION PAY

Altus Schools East County’s budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024 with Altus Schools Southern California excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 2023-24
Salary - Certificated	\$72,398
Salary - Classified	\$14,341
Total Salary	\$86,739
Benefits - Certificated	\$15,754
Benefits - Classified	\$5,097
Total Benefits	\$20,850
Grand Total	\$107,590

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. ASEC 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 \$1,312,204 representing 20.71% 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), ASEC 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 ASEC reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASEC has deployed an integrated marketing plan to support organizational growth. To reach ASEC'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, ASEC has allocated \$95,041 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASEC 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

ASEC has budgeted \$46,332 for FY 2023-24 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASEC 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

ASEC has allocated reserves of \$316,803 for FY 2023-24 representing 5% of total revenues of \$6,336,054.

FACILITIES

ASEC carries contractual lease agreements with an annual cost of \$180,064 for FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2033) is \$1,615,170. ASEC has allocated reserves for this amount.

ALTUS SCHOOLS EAST COUNTY

MAY REVISED OPERATIONAL BUDGET FY 2023-2024

REVENUES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid - Current Year	8011 + \$	4,571,082.00 \$	4,558,364.00 \$	12,718.00
Education Protection Account (EPA)	8012 +	62,144.00	61,580.00	564.00
TOTAL, LCFF ENTITLEMENT	= \$	4,633,226.00 \$	4,619,944.00 \$	13,282.00
FEDERAL REVENUES				
ARP - Homeless Children & Youth II	8290 + \$	2,286.00 \$	1,250.00 \$	1,036.00
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290 +	255,660.00	288,749.00	(33,089.00)
CARES Act - Elementary and Secondary School Relief (ESSER) III: Paraprofessionals	8290 +	36,336.00	94,455.00	(58,119.00)
Comprehensive Support and Improvement Grant (CSI)	8290 +	157,938.00	142,681.00	15,257.00
Project SaFE	8290 +	523.00	523.00	-
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181 +	41,315.00	33,410.00	7,905.00
Title I, Part A - Improving Basic Programs	8290 +	66,096.00	66,096.00	-
Title II, Part A - Supporting Effective Instruction	8290 +	7,892.00	7,892.00	-
Title III, Part A - English Learner Student Program	8290 +	3,856.00	3,856.00	-
Title IV, Part A - Student Support and Academic Enrichment	8290 +	10,000.00	10,000.00	-
TOTAL, FEDERAL REVENUES	= \$	581,902.00 \$	648,912.00 \$	(67,010.00)
STATE REVENUES OTHER THAN LCFF				
Arts, Music, and Instructional Materials Block Grant	8590 + \$	102,017.00 \$	102,017.00 \$	-
Arts and Music in Schools - Prop 28	8590 +	42,360.00	-	42,360.00
A-G Access Grant	8590 +	2,131.00	2,000.00	131.00
CAASPP	8590 +	276.00	276.00	-
Career Technical Education Incentive Grant	8590 +	303,496.00	303,496.00	-
College and Career Access Pathways Grant	8590 +	90,000.00	90,000.00	-
Educator Effectiveness Block Grant	8590 +	6,000.00	11,519.00	(5,519.00)
Mandate Block Grant	8550 +	14,529.00	14,529.00	-
Special Education	8792 +	292,612.00	301,921.00	(9,309.00)
Special Education: Dispute Prevention	8590 +	819.00	819.00	-
Special Education: Mental Health Services - Level 2	8590 +	25,142.00	24,914.00	228.00
State Lottery Revenue - Restricted	8560 +	19,239.00	19,027.00	212.00
State Lottery Revenue - Unrestricted	8560 +	49,700.00	49,178.00	522.00
TOTAL, STATE REVENUES	= \$	948,321.00 \$	919,696.00 \$	28,625.00
LOCAL REVENUES				
Interest Income	8660 + \$	171,620.00 \$	188,580.00 \$	(16,960.00)
All Other Local Revenue	8699 +	985.00	5,200.00	(4,215.00)
TOTAL LOCAL REVENUES	= \$	172,605.00 \$	193,780.00 \$	(21,175.00)
TOTAL, REVENUES	\$	6,336,054.00 \$	6,382,332.00 \$	(46,278.00)

ALTUS SCHOOLS EAST COUNTY

MAY REVISED OPERATIONAL BUDGET FY 2023-2024

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEBRUARY REVISED BUDGET		INCREASE (DECREASE)
CERTIFICATED SALARIES							
Certificated Teacher Salaries	1100	+	\$ 1,267,366.00	\$	\$ 1,317,894.00	\$	(50,528.00)
Certificated Pupil Support Salaries	1200	+	148,692.00		148,543.00		149.00
Certificated Supervisor & Administrator Salaries	1300	+	190,820.00		182,507.00		8,313.00
Other Certificated Salaries	1900	+	157,891.00		158,722.00		(831.00)
TOTAL, CERTIFICATED SALARIES		=	\$ 1,764,769.00	\$	\$ 1,807,666.00	\$	(42,897.00)
CLASSIFIED SALARIES							
Classified Instructional Salaries	2100	+	\$ 82,085.00	\$	\$ 81,966.00	\$	119.00
Classified Support Salaries	2200	+	17,990.00		18,372.00		(382.00)
Classified Supervisor and Administrator Salaries	2300	+	88,112.00		83,916.00		4,196.00
Clerical, Technical, and Office Staff Salaries	2400	+	197,725.00		198,992.00		(1,267.00)
Other Classified Salaries	2900	+	8,028.00		7,645.00		383.00
TOTAL, CLASSIFIED SALARIES		=	\$ 393,940.00	\$	\$ 390,891.00	\$	3,049.00
EMPLOYEE BENEFITS							
STRS Retirement	3100	+	\$ 317,133.00	\$	\$ 326,061.00	\$	(8,928.00)
PERS Retirement	3200	+	124,962.00		124,176.00		786.00
Social Security/Medicare	3300	+	60,412.00		60,919.00		(507.00)
Health and Welfare	3400	+	643,332.00		685,621.00		(42,289.00)
Unemployment Insurance	3500	+	1,080.00		1,099.00		(19.00)
Workers Compensation Insurance	3600	+	25,154.00		25,584.00		(430.00)
TOTAL EMPLOYEE BENEFITS		=	\$ 1,172,073.00	\$	\$ 1,223,460.00	\$	(51,387.00)
TOTAL PERSONNEL COST			\$ 3,330,782.00	\$	\$ 3,422,017.00	\$	(91,235.00)

ALTUS SCHOOLS EAST COUNTY

MAY REVISED OPERATIONAL BUDGET FY 2023-2024

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES						
Textbooks and Core Curricula Materials	4100	+ \$	122,620.00	\$	137,096.00	\$ (14,476.00)
Books and Other Reference Materials	4200	+	20,393.00		20,191.00	202.00
Instructional Materials and Supplies	4300	+	356,248.00		338,860.00	17,388.00
On-Line Courses	4312	+	28,435.00		34,435.00	(6,000.00)
Research and Development	4313	+	9,178.00		9,178.00	-
Non-Capitalized Equipment	4400	+	268,746.00		247,707.00	21,039.00
Food	4700	+	12,525.00		11,455.00	1,070.00
TOTAL, BOOKS AND SUPPLIES		= \$	818,145.00	\$	798,922.00	\$ 19,223.00
SERVICES, OTHER OPERATING EXPENSES						
Travel and Conference	5200	+ \$	34,591.00	\$	34,048.00	\$ 543.00
Research and Development - Travel	5202	+	23,373.00		23,373.00	-
Dues and Memberships	5300	+	24,209.00		23,769.00	440.00
Liability Insurance	5400	+	29,237.00		29,216.00	21.00
Operations and Housekeeping Services	5500	+	131,065.00		157,792.00	(26,727.00)
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	251,150.00		259,404.00	(8,254.00)
Professional/Consulting Services/Operating Exp.	5800	+	1,217,163.00		1,124,120.00	93,043.00
Marketing Fees	5812	+	95,041.00		95,735.00	(694.00)
Communications	5900	+	45,262.00		75,587.00	(30,325.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$	1,851,091.00	\$	1,823,044.00	\$ 28,047.00
CAPITAL OUTLAY						
Depreciation - Equipment	6900	+	14,474.00		14,474.00	-
Depreciation - Leasehold Improvement	6900	+ \$	3,953.00	\$	3,953.00	-
TOTAL, CAPITAL OUTLAY		= \$	18,427.00	\$	18,427.00	-
OTHER OUTGO						
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$	805.00	\$	805.00	-
TOTAL, OTHER OUTGO		= \$	805.00	\$	805.00	-
RESERVES						
Operational Reserve	9780	+ \$	158,402.00	\$	159,559.00	\$ (1,157.00)
Reserve for Economic Uncertainties	9789	+	158,402.00		159,558.00	(1,156.00)
TOTAL, RESERVES		= \$	316,804.00	\$	319,117.00	\$ (2,313.00)
%			5%		5%	
TOTAL, EXPENDITURES		\$	6,336,054.00	\$	6,382,332.00	\$ (46,278.00)

ALTUS SCHOOLS EAST COUNTY

Assumptions for Preliminary Operational Budget FY 2024-25

Altus Schools East County (ASEC) is an independent study program. ASEC 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 ASEC, 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. ASEC 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 ASEC is 71.03%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASEC’s Preliminary Operational Budget.

Table 1:

Description	FY 2024-25
Grades 7-8 Adjusted Base Grant	\$10,478
Grades 9-12 Adjusted Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)*	1.07%
ASEC’s Unduplicated Pupil Percentage (Rolling Average)	71.03%
District’s Unduplicated Pupil Percentage (GUHSD)	75.67%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	323	320	305
CBEDS Enrollment	263	260	257
Students Served	538	512	452
ADA:			
Grade 7-8	33.89	33.57	19.18
Grade 9-12	279.91	277.15	257.70
Total ADA	313.80	310.72	276.88

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$4,789,082
Federal Revenues	439,319
State Revenues Other than LCFF	830,389
Local Revenues	174,331
Total Projected Revenues	\$6,233,121

- 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

ASEC was granted 2023-24 ESSA CSI funds in the amount of \$163,444. The project period for this grant began on March 18, 2024, and ends on September 30, 2025. ASEC has included all of its 2023-24 CSI funds 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. ASEC's ESSER III revised allocation is \$512,141 and of this amount \$17,104 was spent in FY 21-22 and \$72,386 was spent in FY 2022-23. ASEC included \$291,996 of ESSER III funds in its FY 2023-24 budget and the remaining amount of \$130,655 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. ASEC's allocation amount is \$3,393 and of this amount, \$792 was spent in FY 22-23. ASEC included \$2,286 in its FY 2023-24 budget and the remaining amount of \$315 in this 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. ASEC's allocation total is \$60,830 and of this amount \$1,625 was spent in FY 21-22 and \$47,686 was spent in FY 22-23. ASEC included \$6,000 in its FY 23-24 budget and the remaining amount of \$5,519 in this budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$896.90 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$140.00 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. ASEC chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$20.06 for Grades K-8 and \$55.76 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. ASEC has included \$352,756 in its budget for this fiscal year.
- **College and Career Access Pathways Grant (CCAP)** provides ASEC with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASEC was granted \$25,000 per year for the next four years. Over the course of the grant, ASEC’s staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASEC’s goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools East County was funded \$43,240. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*)	1100	12.22
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	1.28
Certificated Supervisor & Administrator	1300	1.03
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide's Salaries	2100	2.00
Classified Support (Admin Support)	2200	0.11
Classified Supervisor & Administrator	2300	0.49
Clerical, Technical & Office Staff	2400	2.58
Other Classified Salaries	2900	0.07
TOTAL FTE POSITIONS BUDGETED		27.38

- * 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 2024-25, we estimated the Special Ed population at 23.6%.

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		27.05%
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. ASEC 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 \$1,231,956 representing 19.77% 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), ASEC 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 ASEC reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASEC has deployed an integrated marketing plan to support organizational growth. To reach ASEC'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 2024-25, ASEC has allocated \$93,497 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASEC 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

ASEC has budgeted \$47,891 for FY 2024-25 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASEC has allocated \$35,204 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

ASEC has allocated reserves of \$311,656 for FY 2024-25 representing 5% of total revenues of \$6,233,121.

FACILITIES

ASEC carries contractual lease agreements with an annual cost of \$184,029 for FY 2024-25. The total cost of the current lease contracts from July 2024 through the end of the lease term (Year 2033) is \$1,465,142. ASEC has allocated reserves for this amount.

ALTUS SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET FY 2024-2025

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA - LCFF			
LCFF State Aid	8011	\$	4,726,322.00
Education Protection Account	8012		62,760.00
TOTAL, LCFF ENTITLEMENT		\$	4,789,082.00
FEDERAL REVENUES			
ARP - Homeless Children & Youth II	8290	\$	315.00
ESSA CSI	8290		183,857.00
ESSER III	8290		65,172.00
ESSER III: Learning Loss	8290		65,483.00
Federal IDEA	8290		36,400.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290		66,096.00
Title II, Part A - Improving Teacher Quality Program	8290		7,941.00
Title III - Limited English Proficient Study Program	8290		4,055.00
Title IV - Student Support and Academic Enrichment	8290		10,000.00
TOTAL, FEDERAL REVENUES		\$	439,319.00
STATE REVENUES OTHER THAN LCFF			
Arts and Music in Schools (AMS)- Prop 28	8590	\$	43,240.00
Career Technical Education Incentive	8590		352,756.00
College and Career Access Pathways Grant	8590		10,000.00
Educator Effectiveness Block Grant	8590		5,519.00
Mandate Block Grant	8550		16,127.00
Special Education	8792		295,744.00
Special Education - Mental Health Level 2	8590		25,393.00
State Lottery Revenue - Restricted	8560		23,598.00
State Lottery Revenue - Unrestricted	8560		58,012.00
TOTAL, STATE REVENUES		\$	830,389.00
LOCAL REVENUES			
Interest Income	8660	\$	173,336.00
All Other Local Revenue	8699		995.00
TOTAL LOCAL REVENUES		\$	174,331.00
TOTAL, REVENUES		\$	6,233,121.00

ALTUS SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET FY 2024-2025

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
CERTIFICATED SALARIES			
Teachers' Salaries	1100	\$	1,360,736.00
Certificated Pupil Support Salaries	1200		152,480.00
Certificated Supervisor & Adm. Salaries	1300		175,077.00
Other Certificated Salaries	1900		156,426.00
TOTAL, CERTIFICATED SALARIES		\$	1,844,719.00
CLASSIFIED SALARIES			
Instructional Aides' Salaries	2100	\$	79,741.00
Classified Support Salaries	2200		16,392.00
Classified Supervisors' and Administrators' Salaries	2300		85,098.00
Clerical, Technical, and Office Staff	2400		185,538.00
Other Classified Salaries	2900		7,645.00
TOTAL, CLASSIFIED SALARIES		\$	374,414.00
EMPLOYEE BENEFITS			
STRS Retirement	3100	\$	336,225.00
PERS Retirement	3200		124,104.00
Social Security/Medicare	3300		60,623.00
Health and Welfare	3400		728,492.00
Unemployment Insurance	3500		1,110.00
Workers Compensation Insurance	3600		25,742.00
TOTAL EMPLOYEE BENEFITS		\$	1,276,296.00
TOTAL PERSONNEL COST		\$	3,495,429.00

ALTUS SCHOOLS EAST COUNTY

PRELIMINARY OPERATIONAL BUDGET FY 2024-2025

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
BOOKS AND SUPPLIES		
Textbooks	4100	\$ 111,045.00
Books Other Than Textbooks	4200	13,233.00
Instructional Materials and Supplies	4300	232,782.00
On-Line Courses	4312	30,753.00
Research and Development	4313	9,926.00
Non-Capitalized Equipment	4400	205,212.00
Food	4700	13,444.00
TOTAL, BOOKS AND SUPPLIES	\$	616,395.00
SERVICES, OTHER OPERATING EXPENSES		
Travel and Conference	5200	\$ 34,587.00
Research and Development - Travel	5202	25,278.00
Dues and Memberships	5300	26,030.00
Liability Insurance	5400	31,619.00
Operations and Housekeeping Services	5500	141,432.00
Rental, Leases & Repairs	5600	260,926.00
Prof/Consulting Services/Oper. Exp.	5800	1,138,459.00
Marketing	5812	93,497.00
Communication	5900	41,843.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES	\$	1,793,671.00
CAPITAL OUTLAY		
Depreciation - Leasehold Improvement	6900	\$ 3,194.00
Depreciation - Equipment	6900	\$ 12,252.00
TOTAL, CAPITAL OUTLAY	\$	15,446.00
OTHER OUTGO		
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 524.00
TOTAL, OTHER OUTGO	\$	524.00
RESERVES		
Operational Reserve	9730	\$ 155,828.00
Reserve for Economic Uncertainties	9770	\$ 155,828.00
TOTAL, RESERVES	\$	311,656.00
%		5%
TOTAL, EXPENDITURES	\$	6,233,121.00

ALTUS SCHOOLS EAST COUNTY

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 30th 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 Altus Schools East County ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Altus Schools East County has determined to spend the monies received from the Education Protection Act as attached.

DATED:
June 26, 2024

Secretary

ALTUS SCHOOLS EAST COUNTY

Education Protection Account Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 62,760.00
Adjusted Total Revenue Limit: 62,760.00		
Less In Lieu of Property Taxes -		
Total EPA Entitlement <u>62,760.00</u>		
Total Projected EPA Entitlement		\$ 62,760.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Teachers' Salaries	1100	\$ 36,396.10
Retirement: STRS	3111	\$ 6,951.77
Medicare	3321	\$ 531.55
Health & Welfare	3401	\$ 18,176.93
Unemployment Insurance	3501	\$ 18.24
Workers' Compensation Insurance	3601	\$ 425.22
Mileage Allowance	5200	\$ 260.19
Total Projected Expenditures		\$ 62,760.00
Balance (Total Available minus Total Expenditures)		-

ALTUS SCHOOLS SOUTH BAY

Assumptions for May Revised Operational Budget FY 2023-24

Altus Schools South Bay (ASSB) is an independent study program. ASSB 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 ASSB, 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. ASSB 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 ASSB is 75.49%.
- * **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 – 2024-25 Governor's Budget and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASSB's May Revised 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%
ASSB's Unduplicated Pupil Percentage (Rolling Average)	75.49%
District's Unduplicated Pupil Percentage (SUHSD)	64.68%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	365	429	392
CBEDS Enrollment	374	369	330
Students Served	524	575	552
ADA:			
Grade 7-8	49.27	45.81	34.61
Grade 9-12	345.38	342.18	319.74
Total ADA	394.65	387.99	354.35

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$5,788,208
Federal Revenues	\$626,135
State Revenues Other than LCFF	\$1,065,535
Local Revenues	\$132,412
Total Projected Revenues	\$7,612,290

- **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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

ESSA: School Improvement (CSI) Funding for LEAs:

ASSB 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.

ASSB has included \$162,822 of its 2022-23 CSI funds in this budget. The remaining amount of \$15,529 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. ASSB's ESSER III revised allocation is \$498,245 and of that amount it spent \$95,992 in FY 21-22 and \$152,339 in FY 22-23. ASSB included the remaining amount of \$249,914 in its budget for FY 23-24.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARPHCY 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. ASSB's allocation amount is \$3,741 and of this amount, \$935 was spent in FY 2022-23. ASSB has included another \$935 in this budget and the remaining amount of \$1,871 will be spent in FY 2024-25.

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 \$21,300 and ASSB is a subrecipient for \$950. As a subrecipient, ASSB 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.
- **Arts, Music, and Instructional Materials Discretionary 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. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$642.42 per ADA. Total allocation for ASSB is \$227,643. ASSB included \$109,631 in its FY 2023-24 budget. Deadline for obligation of this fund is FY 2025-26.

- **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. ASSB'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. Of the remaining 20% amounting to \$12,084, ASSB included \$10,031 in its FY 23-24 budget. The remainder of \$2,053 will be spent in FY 24-25.
- **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 \$160.76 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. ASSB chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$19.76 for Grades K-8 and \$54.91 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. ASSB included \$278,963 in CTE grant funding for this fiscal year.
- **College and Career Access Pathways Grant (CCAP)** provides ASSB with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASSB was granted \$25,000 per year for the next four years. Over the course of the grant, ASSB's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASSB's goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.
- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Altus Schools South Bay was funded \$61,950. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*)	1100	15.84
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.12
Certificated Supervisor & Administrator	1300	1.53
Other Certificated Teacher Resource (CTR)	1900	9.00
Instructional Aide's Salaries	2100	5.00
Classified Support (Admin Support)	2200	0.16
Classified Supervisor & Administrator	2300	0.76
Clerical, Technical & Office Staff	2400	6.05
Other Classified Salaries	2900	0.11
TOTAL FTE POSITIONS BUDGETED		39.57

- * 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 24.8%.

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 Monthly Rates			
- 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%

AUGMENTATION PAY

Altus Schools South Bay’s budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024 with Altus Schools Southern California excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 2023-24
Salary - Certificated	\$87,833
Salary - Classified	\$22,563
Total Salary	\$110,396
Benefits - Certificated	\$19,112
Benefits - Classified	\$8,019
Total Benefits	\$27,131
Grand Total	\$137,527

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. ASSB 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 \$1,239,445 representing 16.28% 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), ASSB 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 ASSB reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASSB has deployed an integrated marketing plan to support organizational growth. To reach ASSB'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, ASSB has allocated \$114,184 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASSB 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

ASSB has budgeted \$57,882 for FY 2023-24 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASSB 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

ASSB has allocated reserves of \$380,614 for FY 2023-24 representing 5% of total revenues of \$7,612,290.

FACILITIES

ASSB carries contractual lease agreements with an annual cost of \$341,491 for FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term (Year 2031) is \$2,290,217.

ALTUS SCHOOLS SOUTH BAY

May Revised Operational Budget FY 2023-24

REVENUES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES						
LCFF State Aid - Current Year	8011	+ \$	5,709,286.00	\$	5,861,102.00	\$ (151,816.00)
Education Protection Account (EPA)	8012	+	78,922.00		81,292.00	(2,370.00)
TOTAL, LCFF SOURCES		= \$	5,788,208.00	\$	5,942,394.00	\$ (154,186.00)
FEDERAL REVENUES						
ARP - Homeless Children & Youth II	8290	+ \$	935.00	\$	935.00	\$ -
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290	+	150,266.00		135,239.00	15,027.00
CARES Act - Elementary and Secondary School Relief (ESSER) III: Paraprofessionals	8290	+	99,649.00		89,684.00	9,965.00
Comprehensive Support and Improvement Grant (CSI)	8290	+	162,822.00		162,822.00	-
Project SaFE	8290	+	950.00		950.00	-
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	59,320.00		47,970.00	11,350.00
Special Ed: Mental Health Level III	8181	+	39,304.00		39,304.00	-
Title I, Part A - Improving Basic Programs	8290	+	81,286.00		81,286.00	-
Title II, Part A - Supporting Effective Instruction	8290	+	12,031.00		12,031.00	-
Title III, Part A - English Learner Student Program	8290	+	9,572.00		9,572.00	-
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00		10,000.00	-
TOTAL, FEDERAL REVENUES		= \$	626,135.00	\$	589,793.00	\$ 36,342.00
STATE REVENUES OTHER THAN LCFF						
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+ \$	109,631.00	\$	109,631.00	\$ -
Arts and Music in Schools	8590	+	61,950.00		-	61,950.00
CAASPP	8590	+	340.00		340.00	-
Career Technical Education Incentive Grant	8590	+	278,963.00		269,720.00	9,243.00
College and Career Access Pathways Grant	8590	+	90,000.00		90,000.00	-
Educator Effectiveness Block Grant	8590	+	10,031.00		12,084.00	(2,053.00)
Mandate Block Grant	8550	+	19,694.00		19,694.00	-
Special Education	8792	+	350,206.00		360,687.00	(10,481.00)
Special Education: Mental Health Services - Level 2	8590	+	31,934.00		32,889.00	(955.00)
State Lottery Revenue - Restricted	8560	+	33,105.00		33,993.00	(888.00)
State Lottery Revenue - Unrestricted	8560	+	79,681.00		81,864.00	(2,183.00)
TOTAL, OTHER STATE REVENUES		= \$	1,065,535.00	\$	1,010,902.00	\$ 54,633.00
LOCAL REVENUES						
Interest Income	8660	+ \$	122,412.00	\$	122,412.00	\$ -
All Other Local Revenue	8699	+	10,000.00		12,500.00	(2,500.00)
TOTAL, LOCAL REVENUES		= \$	132,412.00	\$	134,912.00	\$ (2,500.00)
TOTAL, REVENUES		\$	7,612,290.00	\$	7,678,001.00	\$ (65,711.00)

ALTUS SCHOOLS SOUTH BAY

May Revised Operational Budget FY 2023-24

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEBRUARY REVISED BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teacher Salaries	1100 + \$	1,408,492.00 \$	1,382,401.00 \$	26,091.00
Certificated Pupil Support Salaries	1200 +	186,308.00	177,744.00	8,564.00
Certificated Supervisor & Administrator Salaries	1300 +	281,288.00	269,007.00	12,281.00
Other Certificated Salaries	1900 +	192,088.00	212,223.00	(20,135.00)
TOTAL, CERTIFICATED SALARIES	= \$	2,068,176.00 \$	2,041,375.00 \$	26,801.00
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100 + \$	60,359.00 \$	66,052.00 \$	(5,693.00)
Classified Support Salaries	2200 +	12,214.00	11,633.00	581.00
Classified Supervisor & Administrator Salaries	2300 +	135,343.00	128,898.00	6,445.00
Clerical, Technical and Office Staff Salaries	2400 +	297,659.00	287,955.00	9,704.00
Other Classified Salaries	2900 +	12,615.00	12,014.00	601.00
TOTAL, CLASSIFIED SALARIES	= \$	518,190.00 \$	506,552.00 \$	11,638.00
EMPLOYEE BENEFITS				
STRS Retirement	3100 + \$	403,995.00 \$	398,901.00 \$	5,094.00
PERS Retirement	3200 +	123,415.00	120,514.00	2,901.00
Social Security/Medicare	3300 +	66,917.00	65,915.00	1,002.00
Health and Welfare	3400 +	1,090,138.00	1,113,908.00	(23,770.00)
Unemployment Insurance	3500 +	1,293.00	1,274.00	19.00
Workers Compensation Insurance	3600 +	30,154.00	29,665.00	489.00
TOTAL, EMPLOYEE BENEFITS	= \$	1,715,912.00 \$	1,730,177.00 \$	(14,265.00)
TOTAL, PERSONNEL COST	\$	4,302,278.00 \$	4,278,104.00 \$	24,174.00

ALTUS SCHOOLS SOUTH BAY

May Revised Operational Budget FY 2023-24

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEBRUARY REVISED BUDGET		INCREASE (DECREASE)
BOOKS AND SUPPLIES							
Textbooks and Core Curricula Materials	4100	+ \$	138,841.00	\$	149,291.00	\$	(10,450.00)
Books and Other Reference Materials	4200	+	17,689.00		19,020.00		(1,331.00)
Instructional Materials and Supplies	4300	+	236,126.00		254,243.00		(18,117.00)
On-Line Courses	4312	+	26,968.00		26,968.00		-
Research and Development	4313	+	6,636.00		6,636.00		-
Non-Capitalized Equipment	4400	+	249,618.00		274,513.00		(24,895.00)
Food	4700	+	18,181.00		18,171.00		10.00
TOTAL, BOOKS AND SUPPLIES		= \$	694,059.00	\$	748,842.00	\$	(54,783.00)
SERVICES AND OTHER OPERATING EXPENSES							
Travel and Conference	5200	+ \$	32,753.00	\$	32,753.00	\$	-
Research and Development - Travel	5202	+	20,160.00		20,160.00		-
Dues and Memberships	5300	+	25,610.00		25,610.00		-
Liability Insurance	5400	+	30,929.00		30,929.00		-
Operations and Housekeeping Services	5500	+	190,588.00		197,004.00		(6,416.00)
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	497,851.00		495,415.00		2,436.00
Professional/Consulting Services/Operating Exp.	5800	+	1,125,261.00		1,146,411.00		(21,150.00)
Marketing Fees	5812	+	114,184.00		115,170.00		(986.00)
Communications	5900	+	66,418.00		72,118.00		(5,700.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$	2,103,754.00	\$	2,135,570.00	\$	(31,816.00)
CAPITAL OUTLAY							
Depreciation - Equipment	6900	+ \$	113,404.00	\$	113,404.00	\$	-
Depreciation - Leasehold Improvement	6900	+	17,374.00		17,374.00		-
TOTAL, CAPITAL OUTLAY		= \$	130,778.00	\$	130,778.00	\$	-
OTHER OUTGO							
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$	807.00	\$	807.00	\$	-
TOTAL, OTHER OUTGO		= \$	807.00	\$	807.00	\$	-
RESERVES							
Operational Reserve	9780	+ \$	190,307.00	\$	191,950.00	\$	(1,643.00)
Reserve for Economic Uncertainties	9789	+ \$	190,307.00		191,950.00		(1,643.00)
TOTAL, RESERVES		= \$	380,614.00	\$	383,900.00	\$	(3,286.00)
%			5%		5%		
TOTAL, EXPENDITURES		\$	7,612,290.00	\$	7,678,001.00	\$	(65,711.00)

ALTUS SCHOOLS SOUTH BAY

Assumptions for Preliminary Operational Budget FY 2024-25

Altus Schools South Bay (ASSB) is an independent study program. ASSB 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 ASSB, 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. ASSB 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 ASSB is 76.88%.
- * **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 – 2024-25 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build ASSB's Preliminary Operational Budget.

Table 1:

Description	FY 2024-25
Adjusted Grades 7-8 Base Grant	\$10,478
Adjusted Grades 9-12 Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)	1.07%
ASSB's Unduplicated Pupil Percentage (Rolling Average)	76.88%
District's Unduplicated Pupil Percentage (SUHSD)	64.68%

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	369	365	429
CBEDS Enrollment	377	374	369
Students Served	550	524	575
ADA:			
Grade 7-8	49.67	49.27	45.81
Grade 9-12	348.35	345.38	342.18
Total ADA	398.02	394.65	387.99

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$5,914,139
Federal Revenues	\$388,703
State Revenues Other than LCFF	\$909,659
Local Revenues	\$139,033
Total Projected Revenues	\$7,351,534

- **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).
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ASSB was granted 2023-24 ESSA CSI funds in the amount of \$163,444. The project period for this grant began on March 18, 2024 and ends on September 30, 2025. ASSB has included all of the 2023-24 CSI funds awarded in this budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARPHCY 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. ASSB's allocation amount is \$3,741. Of that amount, \$935 was apportioned in FY 2022-23 and another \$935 was apportioned in FY 2023-24. ASSB has included another apportionment of \$935 in its FY 2024-25 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. ASSB'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. Of the remaining 20%, ASSB spent \$10,031 in FY 2023-24 and the final \$2,053 is included in its FY 24-25 budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$896.90 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$140 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. ASSB chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$20.06 for Grades K-8 and \$55.76 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. ASSB included \$320,738 in CTE grant funding for this fiscal year.
- **College and Career Access Pathways Grant (CCAP)** provides ASSB with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. ASSB was granted \$25,000 per year for the next four years. Over the course of the grant, ASSB's staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, ASSB's goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- **Proposition 28**, also known as the **Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act**, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. For FY 2024-25 Altus Schools South Bay was funded \$63,915. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*)	1100	15.82
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.34
Certificated Supervisor & Administrator	1300	1.47
Other Certificated Teacher Resource (CTR)	1900	6.00
Instructional Aide's Salaries	2100	2.00
Classified Support (Admin Support)	2200	0.15
Classified Supervisor & Administrator	2300	0.70
Clerical, Technical & Office Staff	2400	4.18
Other Classified Salaries	2900	0.10
TOTAL FTE POSITIONS BUDGETED		31.76

- * 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 2024-25, we estimated the Special Ed population at 25.6%.

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		27.05%
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. ASSB 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 \$1,044,005 representing 14.20% 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), ASSB 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 ASSB reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. ASSB has deployed an integrated marketing plan to support organizational growth. To reach ASSB'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 2024-25, ASSB has allocated \$110,273 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

ASSB 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

ASSB has budgeted \$59,141 for FY 2024-25 for oversight fees.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

ASSB has allocated \$27,600 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

ASSB has allocated reserves of \$367,576 for FY 2024-25 representing 5% of total revenues of \$7,351,534.

FACILITIES

ASSB carries contractual lease agreements with an annual cost of \$363,044 for FY 2024-25. The total cost of the current lease contracts from July 2024 through the end of the lease term (Year 2031) is \$1,954,533.

ALTUS SCHOOLS SOUTH BAY

Preliminary Operational Budget FY 2024-25

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES			
LCFF State Aid - Current Year	8011	+ \$	5,834,535.00
Education Protection Account (EPA)	8012	+	79,604.00
TOTAL, LCFF SOURCES		= \$	5,914,139.00
FEDERAL REVENUES			
ARP - Homeless Children & Youth II	8290	+ \$	935.00
Comprehensive Support and Improvement Grant (CSI)	8290	+	178,973.00
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	52,360.00
Special Ed: Mental Health Level III	8181	+	41,269.00
Title I, Part A - Improving Basic Programs	8290	+	81,286.00
Title II, Part A - Supporting Effective Instruction	8290	+	12,157.00
Title III, Part A - English Learner Student Program	8290	+	11,723.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00
TOTAL, FEDERAL REVENUES		= \$	388,703.00
STATE REVENUES OTHER THAN LCFF			
Arts and Music in Schools (AMS)- Prop 28	8590	+ \$	63,915.00
Career Technical Education Incentive Grant	8590	+	320,738.00
College and Career Pathways Grant	8590	+	10,000.00
Educator Effectiveness Block Grant	8590	+	2,053.00
Lottery: Instructional Materials	8560	+	29,932.00
Lottery: Unrestricted	8560	+	73,582.00
Mandate Block Grant	8550	+	20,247.00
Special Education	8792	+	356,984.00
Special Education: Mental Health Services - Level 2	8590	+	32,208.00
TOTAL, OTHER STATE REVENUES		= \$	909,659.00
LOCAL REVENUES			
Interest Income	8660	+ \$	128,533.00
All Other Local Revenue	8699	+	10,500.00
TOTAL, LOCAL REVENUES		= \$	139,033.00
TOTAL, REVENUES		\$	7,351,534.00

ALTUS SCHOOLS SOUTH BAY

Preliminary Operational Budget FY 2024-25

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
CERTIFICATED SALARIES			
Certificated Teachers' Salaries	1100	+ \$	1,505,492.00
Certificated Pupil Support Salaries	1200	+	177,360.00
Certificated Supervisors' & Administrators' Salaries	1300	+	249,832.00
Other Certificated Salaries	1900	+	244,836.00
TOTAL, CERTIFICATED SALARIES		= \$	2,177,520.00
CLASSIFIED SALARIES			
Classified Instructional Salaries	2100	+ \$	43,753.00
Classified Support Salaries	2200	+	10,601.00
Classified Supervisors' & Administrators' Salaries	2300	+	121,569.00
Clerical, Technical and Office Staff Salaries	2400	+	268,793.00
Other Classified Salaries	2900	+	10,937.00
TOTAL, CLASSIFIED SALARIES		= \$	455,653.00
EMPLOYEE BENEFITS			
STRS Retirement	3100	+ \$	423,471.00
PERS Retirement	3200	+	112,540.00
Social Security/Medicare	3300	+	63,976.00
Health and Welfare	3400	+	1,233,431.00
Unemployment Insurance	3500	+	1,316.00
Workers Compensation	3600	+	30,545.00
TOTAL, EMPLOYEE BENEFITS		= \$	1,865,279.00
TOTAL, PERSONNEL COST		\$	4,498,452.00

ALTUS SCHOOLS SOUTH BAY

Preliminary Operational Budget FY 2024-25

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
BOOKS AND SUPPLIES		
Textbooks and Core Curricula Materials	4100	+ \$ 43,711.00
Books and Other Reference Materials	4200	+ 18,220.00
Materials and Supplies	4300	+ 140,894.00
On-Line Courses	4312	+ 27,777.00
Research and Development	4313	+ 6,835.00
Noncapitalized Equipment	4400	+ 153,826.00
Food	4700	+ 18,726.00
TOTAL, BOOKS AND SUPPLIES		= \$ 409,989.00
SERVICES AND OTHER OPERATING EXPENSES		
Travel and Conference	5200	+ \$ 30,911.00
Research and Development Travel	5202	+ 20,765.00
Dues and Memberships	5300	+ 26,379.00
Liability Insurance	5400	+ 31,857.00
Operations and Housekeeping Services	5500	+ 172,008.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+ 522,280.00
Professional/Consulting Services/Operating Exp.	5800	+ 933,732.00
Marketing Fees	5812	+ 110,273.00
Communications	5900	+ 68,359.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$ 1,916,564.00
CAPITAL OUTLAY		
Depreciation - Equipment	6900	+ \$ 142,416.00
Depreciation - Leasehold Improvement	6900	+ 16,013.00
TOTAL, CAPITAL OUTLAY		= \$ 158,429.00
OTHER OUTGO		
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$ 524.00
TOTAL, OTHER OUTGO		= \$ 524.00
RESERVES		
Operational Reserve	9780	+ \$ 183,788.00
Reserve for Economic Uncertainties	9789	+ 183,788.00
TOTAL, RESERVES		= \$ 367,576.00
%		5%
TOTAL, EXPENDITURES		\$ 7,351,534.00

ALTUS SCHOOLS SOUTH BAY

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 30th 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 Altus Schools South Bay ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Altus Schools South Bay has determined to spend the monies received from the Education Protection Act as attached.

DATED:

June 26, 2024

Secretary

ALTUS SCHOOLS SOUTH BAY

Education Protection Account Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 79,604.00
Total Projected EPA Entitlement		\$ 79,604.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	\$ 47,016.23
Retirement: STRS	3111	\$ 8,980.39
Medicare	3321	\$ 686.30
Health & Welfare	3401	\$ 22,033.19
Unemployment Insurance	3501	\$ 23.52
Workers' Compensation Insurance	3601	\$ 549.13
Mileage Allowance	5200	\$ 315.24
Total Projected Expenditures		\$ 79,604.00
Balance (Total Available minus Total Expenditures)		\$ -



Assumptions for May Revised 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 75.45%.
- * **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 – 2024-25 May Revision, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Mirus' May Revised 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)	75.45%
District's Unduplicated Pupil Percentage (HUSD)	79.82%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)	FY 2021-22 (Actual P-2)
P-2 Enrollment	315	308	338
CBEDS Enrollment	290	287	315
Students Served	577	612	704
ADA:			
Grade 7-8	32.12	32.35	31.54
Grade 9-12	288.76	260.16	290.60
Total ADA	320.88	292.51	322.14

REVENUE PROJECTIONS

Table 3:

Description	FY 2023-24
LCFF Sources	\$4,989,052
Federal Revenues	551,111
State Revenues Other than LCFF	856,830
Local Revenues	83,639
Total Projected Revenues	\$6,480,632

- **In Lieu of Property Taxes** of \$435.44 per current year (CY) P-2 ADA is based on FY 2023-24 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

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, The project period for this grant began on March 13, 2023 and ends on September 30, 2024.

Mirus spent \$22,581 in FY 2022-23 and the remaining allocation of \$155,770 is included in its FY 2023-24 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. 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, \$279,345 was spent in FY 2021-23 and the remaining balance of \$177,843 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 2020-23. Remaining allocation for ELO ESSER III funds amounting to \$69,597 is included 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. Mirus' allocation amount is \$1,884 and of that amount, \$398 was spent in FY 22-23 and \$468 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 higher of each charter's 2021-22, 2022-23, or 2023-24 P-2 ADA while **Federal IDEA** revenues are projected at \$160.76 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 \$287,877 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 \$36,813 was spent in FY 2021-23. The remaining balance of \$2,565 will be spent in FY 2023-24.

- **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 a revised rate of \$642.42 per ADA. Total revised allocation for Mirus is \$206,950. The deadline for obligation of this fund is FY 2025-26. Mirus included \$10,375 in this budget.
- **College and Career Access Pathways Grant (CCAP)** provides Mirus Secondary School with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Mirus was granted \$100,000 and received \$90,000 in FY 23-24. Over the course of the grant, Mirus' staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Mirus goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Mirus budgeted \$48,574 in FY 2023-24. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 23-24
Teachers (Gen. Ed, Special Ed*, Instructional Lead)	1100	17.26
Certificated Pupil Support (Counselor/Psychologist)	1200	1.33
Certificated Supervisor & Administrator	1300	1.10
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide	2100	1.00
Classified Support	2200	0.68
Classified Supervisor & Administrator	2300	0.56
Clerical, Technical & Office Staff	2400	4.05
Other Classified	2900	0.08
TOTAL FTE POSITIONS BUDGETED		30.06

- * 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 15%.

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			
- Life Ins. .00114	3401-02		
State Unemployment Insurance	3501-01	0.05%	0.05%
Worker Compensation Insurance	3601-02	1.20%	1.20%

AUGMENTATION PAY

Mirus Secondary School's budget incorporates a one-time 5% Augmentation Pay for all current monthly salaried and hourly employees who remain employed as of June 26, 2024 with Mirus Secondary School excluding the Superintendent School Services and Founder and Chief Business Officer. The terms and conditions are written in the board resolution. Total estimated augmentation pay for FY 2023-24 is broken down in the table below:

Table 6:

Description	FY 2023-24
Salary - Certificated	\$90,796
Salary - Classified	\$20,544
Total Salary	\$111,340
Benefits - Certificated	\$19,793
Benefits - Classified	\$7,310
Total Benefits	\$27,103
Grand Total	\$138,443

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 Altus Schools Southern California's mission and purpose.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$648,175 representing 10% 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 \$129,613 for marketing expenses included in the object code 5800 and represents 2% 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 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

Mirus has budgeted \$49,891 for FY 2023-24 for oversight fees.

RESERVES

Mirus has allocated reserves of \$972,095 for FY 2023-24 representing 15% of total revenues of \$6,480,632.

FACILITIES

Mirus carries contractual lease agreements with an annual cost of \$300,355 FY 2023-24. The total cost of the current lease contracts from July 2023 through the end of the lease term with extension option (Year 2033) is \$2,049,655.



**May Revised Operational Budget
FY 2023-24**

REVENUES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEB REVISED BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES						
LCFF State Aid - Current Year	8011	+	\$ 3,588,695.00	\$	3,657,642.00	\$ (68,947.00)
LCFF State Aid - Prior Year	8019	+	(10,477.00)		-	(10,477.00)
Education Protection Account (EPA) - Current Year	8012	+	1,268,911.00		1,149,899.00	119,012.00
Education Protection Account (EPA) - Prior Year	8019	+	2,199.00		-	2,199.00
In Lieu of Property Taxes - Current Year	8096	+	139,724.00		139,494.00	230.00
TOTAL, LCFF SOURCES		=	\$ 4,989,052.00	\$	4,947,035.00	\$ 42,017.00
FEDERAL REVENUES						
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$ 46,138.00	\$	37,310.00	\$ 8,828.00
Special Ed: IDEA Mental Health Allocation Plan, Part B	8182	+	3,736.00		-	3,736.00
Title I, Part A - Improving Basic Programs	8290	+	75,458.00		75,458.00	-
Title II, Part A - Supporting Effective Instruction	8290	+	9,487.00		9,487.00	-
Title III, Part A - English Learner Student Program	8290	+	2,614.00		2,614.00	-
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00		10,000.00	-
ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs	8290	+	155,770.00		155,770.00	-
Elementary and Secondary School Relief (ESSER) III	8290	+	177,843.00		177,843.00	-
ELO Grant: ESSER III	8290	+	25,551.00		25,551.00	-
ELO Grant: ESSER III (Supplemental Days)	8290	+	44,046.00		44,046.00	-
American Rescue Plan - Homeless Children and Youth II (ARP HCY II)	8290	+	468.00		1,486.00	(1,018.00)
TOTAL, FEDERAL REVENUES		=	\$ 551,111.00	\$	539,565.00	\$ 11,546.00
STATE REVENUES OTHER THAN LCFF						
Mandate Block Grant	8550	+	\$ 14,994.00	\$	14,924.00	\$ 70.00
Lottery: Unrestricted	8560	+	59,321.00		58,824.00	497.00
Lottery: Unrestricted PY	8560	+	1,570.00		1,570.00	-
Lottery: Instructional Materials	8560	+	24,131.00		23,928.00	203.00
Lottery: Instructional Materials PY	8560	+	3,266.00		3,266.00	-
Career Technical Education Incentive Grant	8590	+	287,877.00		256,786.00	31,091.00
Special Education	8792	+	287,502.00		282,362.00	5,140.00
Special Education: Mental Health Services - Level 2	8590	+	25,964.00		25,747.00	217.00
Educator Effectiveness	8590	+	2,565.00		2,565.00	-
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+	10,375.00		10,000.00	375.00
California Assessment of Student Performance and Progress (CAASPP)	8590	+	576.00		576.00	-
English Language Proficiency Assessments of California (ELPAC)	8590	+	115.00		115.00	-
College & Career Access Pathways Grant	8590	+	90,000.00		90,000.00	-
Arts and Music in Schools (AMS) - Prop 28	8590	+	48,574.00		-	48,574.00
TOTAL, OTHER STATE REVENUES		=	\$ 856,830.00	\$	770,663.00	\$ 86,167.00
LOCAL REVENUES						
Interest Income	8660	+	\$ 75,639.00	\$	71,440.00	\$ 4,199.00
All Other Local Revenue	8699	+	8,000.00		2,600.00	5,400.00
TOTAL, LOCAL REVENUES		=	\$ 83,639.00	\$	74,040.00	\$ 9,599.00
TOTAL, REVENUES			\$ 6,480,632.00	\$	6,331,303.00	\$ 149,329.00



**May Revised Operational Budget
FY 2023-24**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	MAY REVISED BUDGET	FEB REVISED BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100 +	\$ 1,585,322.00	\$ 1,563,224.00	\$ 22,098.00
Certificated Pupil Support Salaries	1200 +	163,873.00	151,438.00	12,435.00
Certificated Supervisors' & Administrators' Salaries	1300 +	209,802.00	193,360.00	16,442.00
Other Certificated Salaries	1900 +	130,351.00	168,377.00	(38,026.00)
TOTAL, CERTIFICATED SALARIES		= \$ 2,089,348.00	\$ 2,076,399.00	\$ 12,949.00
CLASSIFIED SALARIES				
Classified Instructional Salaries	2100 +	\$ 15,000.00	\$ 41,275.00	\$ (26,275.00)
Classified Support Salaries	2200 +	82,005.00	75,242.00	6,763.00
Classified Supervisors' & Administrators' Salaries	2300 +	106,011.00	97,904.00	8,107.00
Clerical, Technical and Office Staff Salaries	2400 +	286,122.00	264,384.00	21,738.00
Other Classified Salaries	2900 +	9,475.00	8,738.00	737.00
TOTAL, CLASSIFIED SALARIES		= \$ 498,613.00	\$ 487,543.00	\$ 11,070.00
EMPLOYEE BENEFITS				
STRS Retirement	3100 +	\$ 404,536.00	\$ 402,579.00	\$ 1,957.00
PERS Retirement	3200 +	123,160.00	120,033.00	3,127.00
Social Security/Medicare	3300 +	66,812.00	65,675.00	1,137.00
Health and Welfare	3400 +	675,196.00	959,979.00	(284,783.00)
Unemployment Insurance	3500 +	1,294.00	1,282.00	12.00
Workers Compensation	3600 +	31,120.00	30,807.00	313.00
TOTAL, EMPLOYEE BENEFITS		= \$ 1,302,118.00	\$ 1,580,355.00	\$ (278,237.00)
TOTAL, PERSONNEL COST		\$ 3,890,079.00	\$ 4,144,297.00	\$ (254,218.00)



**May Revised Operational Budget
FY 2023-24**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		MAY REVISED BUDGET		FEB REVISED BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES						
Textbooks and Core Curricula Materials	4100	+ \$	20,868.00	\$	30,868.00	\$ (10,000.00)
Books and Other Reference Materials	4200	+	8,500.00		8,419.00	81.00
Materials and Supplies	4300	+	84,459.00		102,365.00	(17,906.00)
On-Line Courses	4312	+	28,386.00		28,610.00	(224.00)
Research and Development	4313	+	5,978.00		5,978.00	-
Noncapitalized Equipment	4400	+	28,522.00		118,522.00	(90,000.00)
Food	4700	+	8,529.00		10,471.00	(1,942.00)
TOTAL, BOOKS AND SUPPLIES		= \$	185,242.00	\$	305,233.00	\$ (119,991.00)
SERVICES AND OTHER OPERATING EXPENSES						
Travel and Conference	5200	+ \$	48,827.00	\$	41,567.00	\$ 7,260.00
Research and Development Travel	5202	+	18,110.00		18,110.00	-
Dues and Memberships	5300	+	14,248.00		15,349.00	(1,101.00)
Liability Insurance	5400	+	28,231.00		30,056.00	(1,825.00)
Operations and Housekeeping Services	5500	+	123,153.00		129,960.00	(6,807.00)
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	429,206.00		436,241.00	(7,035.00)
Professional/Consulting Services/Operating Exp.	5800	+	518,562.00		568,222.00	(49,660.00)
Marketing Fees	5812	+	129,613.00		126,626.00	2,987.00
Communications	5900	+	58,208.00		70,706.00	(12,498.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$	1,368,158.00	\$	1,436,837.00	\$ (68,679.00)
CAPITAL OUTLAY						
Depreciation - Equipment	6900	+ \$	14,905.00	\$	14,905.00	-
Depreciation - Leasehold Improvement	6900	+	48,970.00		48,970.00	-
TOTAL, CAPITAL OUTLAY		= \$	63,875.00	\$	63,875.00	\$ -
OTHER OUTGO						
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$	1,183.00	\$	1,183.00	-
TOTAL, OTHER OUTGO		= \$	1,183.00	\$	1,183.00	\$ -
RESERVES						
Operational Reserve	9780	+ \$	486,047.00	\$	189,939.00	\$ 296,108.00
Reserve for Economic Uncertainties	9789	+	486,048.00		189,939.00	296,109.00
TOTAL, RESERVES		= \$	972,095.00	\$	379,878.00	\$ 592,217.00
%			15.0%		6.0%	
TOTAL, EXPENDITURES		\$	6,480,632.00	\$	6,331,303.00	\$ 149,329.00



Assumptions for Preliminary Operational Budget FY 2024-25

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 77.36%.
- * **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 – 2024-25 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 2024-25
Adjusted Grades 7-8 Base Grant	\$10,478
Adjusted Grades 9-12 Base Grant	\$12,460
Statutory Cost of Living Allowance (COLA)*	1.07%
Mirus' Unduplicated Pupil Percentage (Rolling Average)	77.36%
District's Unduplicated Pupil Percentage (HUSD)	79.82%

Revenues were calculated based on the following enrollment and ADA:

Table 2:

Description	FY 2024-25 (Projected P-2)	FY 2023-24 (Actual P-2)	FY 2022-23 (Actual P-2)
P-2 Enrollment	318	315	308
CBEDS Enrollment	293	290	287
Students Served	583	577	612
ADA:			
Grade 7-8	32.44	32.12	32.35
Grade 9-12	291.65	288.76	260.16
Total ADA	324.09	320.88	292.51

REVENUE PROJECTIONS

Table 3:

Description	FY 2024-25
LCFF Sources	\$5,166,263
Federal Revenues	303,784
State Revenues Other than LCFF	809,892
Local Revenues	85,500
Total Projected Revenues	\$6,365,439

- **In Lieu of Property Taxes** of \$435.44 per current year (CY) P-2 ADA is based on FY 2023-24 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: \$72 for Prop 20 (Lottery: Instructional Materials) and \$177 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 2023-24.

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' preliminary allocation amount for 2023-24 is \$163,444, The project period for this grant will end on September 30, 2025.

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. Mirus' allocation amount is \$1,884 and of that amount, \$866 was planned in FY 22-24 and the remaining \$1,018 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 \$140 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 \$20 for Grades K-8 and \$55.59 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 \$310,245 in its budget for this fiscal year.
- **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 a revised rate of \$642.42 per ADA. Total revised allocation for Mirus is \$206,950. The deadline for obligation of this fund is FY 2025-26. Mirus included \$25,000 in this budget.
- **College and Career Access Pathways Grant (CCAP)** provides Mirus Secondary School with the opportunity to enhance its college and career readiness program. This grant aims to provide students with necessary resources and support to explore different career pathways and prepare for their post-secondary education. Mirus was granted \$100,000 and received \$90,000 in FY 23-24. The remaining 10,000 is included in this budget. Over the course of the grant, Mirus' staff will learn and implement best practices that will streamline processes and improve the dual enrollment partnership with colleges. With the dual enrollment program, Mirus goal is to improve educational outcomes and expand the current dual enrollment programs. It will also help high school students achieve college and career readiness.

- Proposition 28—Arts and Music in Schools Funding** – Proposition 28, also known as the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act, provides additional funding for arts education in California public schools. As of November 8, 2022, this initiative requires the state to establish an ongoing program supporting arts instruction in schools starting from 2023-24 academic year. The purpose of the plan is to increase access to arts instruction. Mirus budgeted \$49,846 in FY 2024-25. These funds will be used to increase access to arts education, enhance arts curriculum and instruction and foster student engagement and participation.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 24-25
Teachers (Gen. Ed, Special Ed*, Instructional Lead)	1100	17.26
Certificated Pupil Support (Counselor/Psychologist)	1200	1.33
Certificated Supervisor & Administrator	1300	1.10
Other Certificated Teacher Resource (CTR)	1900	4.00
Instructional Aide	2100	1.00
Classified Support	2200	0.68
Classified Supervisor & Administrator	2300	0.56
Clerical, Technical & Office Staff	2400	4.05
Other Classified	2900	0.08
TOTAL FTE POSITIONS BUDGETED		30.06

- * 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 2024-25, we estimated the Special Ed population at 15%.

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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		27.05%
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. 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 \$25,918 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the Altus Schools Southern California's mission and purpose.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$725,877 representing 11% 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 2024-25, Mirus has allocated \$126,248 for marketing expenses included in the object code 5800 and represents 2% 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 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

Mirus has budgeted \$51,663 for FY 2024-25 for oversight fees.

RESERVES

Mirus has allocated reserves of \$318,272 for FY 2024-25 representing 5% of total revenues of \$6,365,439.

FACILITIES

Mirus carries contractual lease agreements with an annual cost of \$366,315 FY 2024-25. The total cost of the current lease contracts from July 2024 through the end of the lease term with extension option (Year 2033) is \$1,749,300.



**Preliminary Operational Budget
FY 2024-25**

REVENUES

DESCRIPTION	ACCOUNT CODES		PRELIMINARY BUDGET
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES			
LCFF State Aid - Current Year	8011	+ \$	3,729,824.00
Education Protection Account (EPA) - Current Year	8012	+	1,295,318.00
In Lieu of Property Taxes - Current Year	8096	+	141,121.00
TOTAL, LCFF SOURCES		= \$	5,166,263.00
FEDERAL REVENUES			
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ \$	40,600.00
Title I, Part A - Improving Basic Programs	8290	+	75,458.00
Title II, Part A - Supporting Effective Instruction	8290	+	9,487.00
Title III, Part A - English Learner Student Program	8290	+	3,777.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00
ESSA: Comprehensive Support and Improvement (CSI) Funding for LEAs	8290	+	163,444.00
American Rescue Plan - Homeless Children and Youth II (ARP HCY II)	8290	+	1,018.00
TOTAL, FEDERAL REVENUES		= \$	303,784.00
STATE REVENUES OTHER THAN LCFF			
Mandate Block Grant	8550	+ \$	16,695.00
Lottery: Unrestricted	8560	+	59,914.00
Lottery: Instructional Materials	8560	+	24,372.00
Career Technical Education Incentive Grant	8590	+	310,245.00
Special Education	8792	+	287,596.00
Special Education: Mental Health Services - Level 2	8590	+	26,224.00
Arts, Music, and Instructional Materials Discretionary Block Grant	8590	+	25,000.00
College & Career Access Pathways Grant	8590	+	10,000.00
Arts and Music in Schools (AMS)- Prop 28	8590	+	49,846.00
TOTAL, OTHER STATE REVENUES		= \$	809,892.00
LOCAL REVENUES			
Interest Income	8660	+ \$	84,000.00
All Other Local Revenue	8699	+	1,500.00
TOTAL, LOCAL REVENUES		= \$	85,500.00
TOTAL, REVENUES		\$	6,365,439.00



**Preliminary Operational Budget
FY 2024-25**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	PRELIMINARY BUDGET
CERTIFICATED SALARIES		
Certificated Teachers' Salaries	1100 + \$	1,805,939.00
Certificated Pupil Support Salaries	1200 +	161,311.00
Certificated Supervisors' & Administrators' Salaries	1300 +	202,319.00
Other Certificated Salaries	1900 +	151,790.00
TOTAL, CERTIFICATED SALARIES	= \$	2,321,359.00
CLASSIFIED SALARIES		
Classified Instructional Salaries	2100 + \$	20,530.00
Classified Support Salaries	2200 +	77,368.00
Classified Supervisors' & Administrators' Salaries	2300 +	100,782.00
Clerical, Technical and Office Staff Salaries	2400 +	269,075.00
Other Classified Salaries	2900 +	8,938.00
TOTAL, CLASSIFIED SALARIES	= \$	476,693.00
EMPLOYEE BENEFITS		
STRS Retirement	3100 + \$	449,545.00
PERS Retirement	3200 +	120,214.00
Social Security/Medicare	3300 +	68,125.00
Health and Welfare	3400 +	671,060.00
Unemployment Insurance	3500 +	1,400.00
Workers Compensation	3600 +	33,577.00
TOTAL, EMPLOYEE BENEFITS	= \$	1,343,921.00
TOTAL, PERSONNEL COST	\$	4,141,973.00



**Preliminary Operational Budget
FY 2024-25**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES			PRELIMINARY BUDGET
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	+	\$	33,214.00
Books and Other Reference Materials	4200	+		9,059.00
Materials and Supplies	4300	+		112,512.00
On-Line Courses	4312	+		30,784.00
Research and Development	4313	+		6,432.00
Noncapitalized Equipment	4400	+		108,000.00
Food	4700	+		9,600.00
TOTAL, BOOKS AND SUPPLIES			= \$	309,601.00
SERVICES AND OTHER OPERATING EXPENSES				
Travel and Conference	5200	+	\$	46,686.00
Research and Development Travel	5202	+		19,486.00
Dues and Memberships	5300	+		16,516.00
Liability Insurance	5400	+		32,340.00
Operations and Housekeeping Services	5500	+		140,021.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+		483,508.00
Professional/Consulting Services/Operating Exp.	5800	+		599,629.00
Marketing Fees	5812	+		126,248.00
Communications	5900	+		67,558.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			= \$	1,531,992.00
CAPITAL OUTLAY				
Depreciation - Equipment	6900	+	\$	15,000.00
Depreciation - Leasehold Improvement	6900	+		47,947.00
TOTAL, CAPITAL OUTLAY			= \$	62,947.00
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Lease)	7438	+	\$	654.00
TOTAL, OTHER OUTGO			= \$	654.00
RESERVES				
Operational Reserve	9780	+	\$	159,136.00
Reserve for Economic Uncertainties	9789	+		159,136.00
TOTAL, RESERVES			= \$	318,272.00
%				5.0%
TOTAL, EXPENDITURES			\$	6,365,439.00



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 30th 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 26, 2024

Secretary



Education Protection Account
Expenditure Plan for FY 2024-25

Expenditures Through: June 30, 2025

For Fund 01, Resource 1400: Education Protection Account

Description	Object Codes	Amount
Projected Amount Available for this Fiscal Year:	8012	\$ 1,295,318.00
Total Projected EPA Entitlement		\$ 1,295,318.00
Projected Expenditures:		
For Teachers' Salaries and Benefits Only		
Certificated Teachers' Salaries	1100	\$ 932,015.00
Retirement: STRS	3111	\$ 178,015.00
Medicare	3321	\$ 13,514.00
Health & Welfare	3401	\$ 160,124.00
Unemployment Insurance	3501	\$ 466.00
Workers' Compensation Insurance	3601	\$ 11,184.00
Total Projected Expenditures		\$ 1,295,318.00
Balance (Total Available minus Total Expenditures)		\$ -