# Audeo Charter School

*DBA – Audeo Charter School II ▪ Audeo Charter School III ▪ Audeo Valley Charter School*
*Grossmont Secondary School▪ Sweetwater Secondary School*

(A California Non-Profit Public Benefit Corporation)

*Gregg Haggart – Chairman*
*Laura Barreiro - Member, Wayland Myers – Member*

**ANNUAL BOARD OF DIRECTORS MEETING**
**Friday, June 24, 2022, 1:00 p.m.**
**Via Video Conference 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 Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950*

Access to the live video conference will be accessible prior to the start of the meeting at
Audeo II: https://audeo2.com/board-and-governance/
Audeo III: https://audeo3.com/board-and-governance/
Audeo Valley: https://audeovalley.com/board-and-governance/
GSS: https://grossmontsecondarycharter.com/board-and-governance/
SSS: 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 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)
*The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4,2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*
1.4 Establishment of Quorum
1.5 Pledge of Allegiance
1.6 Approval of Agenda P. 1-6

## 2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-agenda Public Comment
2.2 Agenda Items Public Comment

## 3.0 PUBLIC HEARING - *Time Certain 1:05 p.m., or soon thereafter* P. 7

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 School, Grossmont Secondary School and Sweetwater Secondary School.

**3.1** Public Hearing for the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template **P. 1457-1509**
**3.2** Public Hearing for the Local Control Accountability Plan (LCAP) Annual Update
- **3.2.1** Audeo Charter School II **P.874-991**
- **3.2.2** Audeo Charter School III **P. 992-1107**
- **3.2.3** Audeo Valley Charter School **P. 1108-1222**
- 3.2.4 Grossmont Secondary School **P. 1223-1339**
- 3.2.5 Sweetwater Secondary School **P. 1340-1456**

**3.3** Public Hearing for the 2022-2023 Local Control Accountability Plan (LCAP)
- 3.3.1 Audeo Charter School II **P. P. 874-991**
- 3.3.2 Audeo Charter School III **P. 992-1107**
- 3.3.3 Audeo Valley Charter School **P. 1108-1222**
- 3.3.4 Grossmont Secondary School **P. 1223-1339**
- 3.3.5 Sweetwater Secondary School **P. 1340-1456**

## 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** Public Employment
  - **4.2.2.1** Title: Founder, President, and Chief Executive Officer
  - **4.2.2.2** Title: Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director

**RETURN TO OPEN SESSION**

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

**5.0 ADMINISTRATIVE ITEMS**

5.1 Review of Comparable Compensation Data for CEOs/Superintendents/Executive Directors
5.2 Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer
5.3 Consider Approval of Employment Agreement for the Founder, President, and Chief Executive Officer Presented in Item 4.2.2.1
5.4 Review of Comparable Compensation Data for Charter School CBOs/CFOs/Business Managers
5.5 Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
5.6 Consider Approval of Employment Agreement for the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director Presented in Item 4.2.2.2
5.7 Report on Governance Parental Representatives Postings 2022 – 2023
5.7.1 Consider Approval of Board Member Parental Representative Cristina Stevens effective July 1, 2022 **P. 8-9**
5.8 Consider Approval of 2022-2023 Board Meeting Dates
*Wednesday, August 31, 2022, 1:00 pm*
*Wednesday, December 7, 2022, 1:00 pm*
*Wednesday, March 1, 2023, 1:00 pm*
*Thursday, June 22, 2023, 8:00 am*
5.9 Consider Approval of Memorandum of Understanding Between Audeo Charter School and Student Success Programs Regarding Operations **P. 10-21**
5.10 Consider Approval of Pupil Attendance Calendar
5.10.1 Audeo Charter School II **P. 22-23**
5.10.2 Audeo Charter School III **P. 24-25**
5.10.3 Audeo Valley Charter School **P. 26-27**
5.10.4 Grossmont Secondary School **P. 28-29**
5.10.5 Sweetwater Secondary School **P. 30-31**
5.11 Consider Approval of Email Policy 1725 **P. 32**
5.12 Consider Approval of Immunization Policy 1756 **P.33-36**
5.13 Consider Approval of Support For Research Policy 1810 **P. 37**
5.14 Consider Approval of Confidentiality Policy 5170 **P. 38**
5.15 Consider Approval of Salary Apportionment Policy 5180 **P. 39**

5.16 Presidents Report

5.16.1 Annual Site Visit Letter for Grossmont Secondary School Conducted on March 8-9, 2022 **P. 40-41**
5.16.2 Annual Site Visit Letter for Sweetwater Secondary School Conducted on March 8-9, 2022 **P. 42-43**
5.16.3 Graduation Ceremony Update
5.16.4 Partners and Collaborators Presentation by Debbie Giaquinta **P. 44-48**
5.16.5 Fellows Program Update Presented by Wade Aschbrenner **P. 49-50**
5.16.6 Digitization of Records Presentation by Macy Vedder

5.17 Strategic Plan Update
5.17.1 Audeo Charter School II
5.17.1.1 School Participation Report for the period of 2021-2022
Months 9-11: 2/07//2022 – 4/29/2022 **P. 51-53**

5.17.2 Audeo Charter School III
5.17.2.1 School Participation Report for the period of 2021-2022

Months 9-11: 2/07//2022 – 4/29/2022 **P. 54-56**

5.17.3 Audeo Valley Charter School
5.17.3.1 School Participation Report for the period of 2021-2022
Months 9-11: 2/07//2022 – 4/29/2022 **P. 57-59**

5.17.4 Grossmont Secondary School
5.17.4.1 School Participation Report for the period of 2021-2022
Months 9-11: 2/07//2022 – 4/29/2022 **P. 60-62**

5.17.5 Sweetwater Secondary School
5.17.5.1 School Participation Report for the period of 2021-2022
Months 9-11: 2/07//2022 – 4/29/2022 **P. 63-65**

## 6.0 CONSENT AGENDA

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

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

6.1.1 Consider Approval of Meeting Minutes for June 2, 2022 **P. 66-67**
6.1.2 Consider Approval of President and Chief Executive Officer (CEO) Authorization of Local, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Action Policy 1220 Amendment **P. 68-69**
6.1.3 Consider Approval of Code of Ethics Policy 1300 Amendment **P. 70**
6.1.4 Consider Approval of Travel and Expense Reimbursement Policy 4160 Amendment **P. 71-73**
6.1.5 Consider Approval of the Employee Manual Amendment **P.74-142**
6.1.6 Consider Approval of Student and Parent Handbook 2022-2023 Amendment
6.1.6.1 *Audeo Charter School II* **P.143-288**
6.1.6.2 *Audeo Charter School III* **P.289-434**
6.1.6.3 *Audeo Valley Charter School* **P.435-590**
6.1.6.4 *Grossmont Secondary School* **P.591-731**
6.1.6.5 *Sweetwater Secondary School* **P.732-873**

## 7.0 ACTION ITEMS

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

7.1.1 Consider Approval of the 2022-2023 Local Control and Accountability Plan with Budget Overview for Parents and Presentation of Dashboard Local Indicators
7.1.1.1 *Audeo Charter School II* **P.874-991**
7.1.1.2 *Audeo Charter School III* **P.992-1107**
7.1.1.3 *Audeo Valley Charter School* **P.1108-1222**
7.1.1.4 *Grossmont Secondary School* **P.1223-1339**
7.1.1.5 *Sweetwater Secondary School* **P.1340-1456**

**7.2 Action Items for Audeo Charter School II**

7.2.1 Consider Approval of the Universal Prekindergarten Planning and Implementation Grant Program – Planning Template ***P.1457-1509***

7.2.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the May Revised Operational Budget for FY 2021-2022 ***P.1510-1520***

7.2.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Consider Approval of the Preliminary Operational Budget for FY 2022-2023 ***P.1521-1531***

7.2.4 Consider Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan ***P.1532-1535***

**7.3 Action Items for Audeo Charter School III**

7.3.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the May Revised Operational Budget for FY 2021-2022 ***P.1536-1546***

7.3.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Consider Approval of the Preliminary Operational Budget for FY 2022-2023 ***P.1547-1557***

7.3.3 Consider Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan ***P.1558-1561***

**7.4 Action Items for Audeo Valley Charter School**

7.4.1 Consider Approval of the American Rescue Plan Act – Elementary and Secondary School Emergency Relief (ESSER III) Fund Expenditure Plan **P. 1562-1581**

7.4.2 Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the May Revised Operational Budget for FY 2021-2022 ***P.1582-1591***

7.4.3 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Consider Approval of the Preliminary Operational Budget for FY 2022-2023 ***P.1592-1601***

7.4.4 Consider Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan ***P.1602-1605***

**7.5 Action Items for Grossmont Secondary School**

7.5.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the May Revised Operational Budget for FY 2021-2022 ***P.1606-1616***

7.5.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Consider Approval of the Preliminary Operational Budget for FY 2022-2023 ***P.1617-1627***

7.5.3 Consider Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan ***P.1628-1631***

**7.6 Action Items for Sweetwater Secondary School**

7.6.1 Review and Discuss the May Revised Operational Budget Assumptions for FY 2021-2022 and Consider Approval of the May Revised Operational Budget for FY 2021-2022 ***P.1632-1642***

7.6.2 Review and Discuss the Preliminary Operational Budget Assumptions for FY 2022-2023 and Consider Approval of the Preliminary Operational Budget for FY 2022-2023 ***P.1643-1653***

7.6.3 Consider Approval of the 2022-2023 Educational Protection Account (EPA) Resolution and Expenditure Plan ***P.1654-1657***

## 8.0 BOARD COMMENTS AND ANNOUNCEMENTS

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

## 9.0 ADJOURNMENT

**Next Regular Board Meeting: TBA**

Meeting Agenda available at:

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

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

*Certification of Posting*

*I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School webpage on June 18, 2022.*

# Audeo Charter School

**Dba**

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

June 17, 2022

## NOTICE OF PUBLIC HEARING

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

## TOPICS OF HEARING:

Universal Prekindergarten Planning and Implementation Grant Program-Planning Template

Local Control Accountability Plan (LCAP) Annual Update

2022-2023 Local Control Accountability Plan (LCAP)

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

| | |
|---|---|
| HEARING DATE: | Friday, June 24, 2022 |
| TIME: | *1:05 p.m., or soon thereafter as such item may be heard |
| LOCATION: | 3252 Bonita Road, Chula Vista, CA 91910 or at<br>Audeo Charter School Resource Centers and/or via the following links<br>Audeo II: https://audeo2.com/board-and-governance/<br>Audeo III: https://audeo3.com/board-and-governance/<br>Audeo Valley: https://audeovalley.com/board-and-governance/<br>GSS: https://grossmontsecondarycharter.com/board-and-governance/<br>SSS: https://sweetwatersecondarycharter.com/board-and-governance/ |

* The public, open session of the Audeo Charter School Board Meeting will begin at 1:00 p.m.

# CRISTINA STEVENS

## SENIOR OPERATIONS MANAGER

Collaborate with other senior leaders to set and achieve performance standards in a manufacturing environment. Hire, train, and manage a staff of 25 technicians, assemblers, and customer service associates. Provide safe, environmentally compliant workplace, and promote a positive, team-oriented service environment. Responsible for employee experience, day to day environment, employee retention, office parties, and special events. **Areas of expertise include:**

- Front-line leader who can provide ongoing direction and leadership
- Identify and champion process improvements that impact business results
- Bilingual Spanish/English (written and verbal)
- Broad functional experience: HR, Quality, Procurement, Payroll, Training, Inventory
- Superior communication, collaboration, and relationship-building skills

## PROFESSIONAL EXPERIENCE

***Hydraulic Controls, Inc.*** ***Walnut, CA***

*Operations Manager* October 2011 – Present

Supervise inside sales, warehouse, and production

**Key Contributions:**

- Lead warehouse and assembly operations to continuously improve customer satisfaction and increase operational efficiency, all reportable and managed through operational metrics
- Proactively solve supply challenges. Exceed customer requirements for on-time shipping, leading to high customer satisfaction and additional growth opportunities. Maintained “Outstanding” vendor rating from our largest customer for 18 years in a row
- Assess needs and lead process improvements. First in my branch to be trained in new Trulinx computer system and then trained entire staff within two weeks.

- Manage our inventory position. Find and build relationships with reliable supplier partners that deliver high quality and innovative products on-time at lower cost.

Reduce stock-outs and backorders, improve time-to-market, improve inventory turns and reduce excess and obsolete inventory

- Create and lead the company's workplace safety initiative to continuously improve upon the safety of processes and reduction of threats to employee wellbeing

***Hydraulic Controls, Inc.***

*Customer Service Manager* September 1995 – October 2011

Lead inside/outside sales and managers. Account representative for Top 10 accounts. Planning, ordering, scheduling, and expediting product.

**Key Contributions:**

- Lead inside sales team to efficiently support growth and achieve high service levels, reduced wait times, enhanced product knowledge, reduced dropped calls, etc. resulting in increased revenue and margin. Assists in developing and implementing the strategic plan that guides the direction of the business

## EDUCATION

**Cerritos College** Cerritos, CA

Associate degree, general studies May 1996

**MEMORANDUM OF UNDERSTANDING**
**REGARDING OPERATIONS**

This Memorandum of Understanding regarding operations ("MOU"), dated for reference purposes as of July 1, 2022, is entered into by Student Success Programs, a California nonprofit public benefit corporation ("SSP") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo"). SSP and Audeo may each be referred to herein individually as a "Party" or collectively as the "Parties."

**RECITALS**

**WHEREAS**, each of the Parties is engaged in the business of providing educational services on a nonprofit basis and has benefited in the past from collaborating with the other Parties in various respects, each Party finding such cooperation to be both convenient and beneficial to its individual nonprofit purpose of furthering education, providing educational services, and otherwise serving its stakeholders; and

**WHEREAS**, the Parties have previously shared the use of a common facility, owned by SSP, and wish to continue doing so in a manner that more clearly sets forth the individual Parties' rights and obligations under such an arrangement and for that purpose have entered into an agreement entitled "Facility Sharing Agreement," which the Parties executed on July 1, 2022 (hereinafter the "Facilities Agreement") a copy of which is attached hereto as **EXHIBIT A** and incorporated herein by reference; and

**WHEREAS**, the Parties have previously shared the use of intellectual property assets and wish to continue doing so in a manner that more clearly sets forth the individual Parties' rights and obligations under such an agreement and for that purpose have entered into an agreement entitled "Intellectual Property Agreement," which the Parties executed on July 1, 2022 (hereinafter, the "IP Agreement") a copy of which is attached hereto as **EXHIBIT B** and incorporated herein by reference; and

**WHEREAS**, the Parties share certain separately employed leadership personnel and employees, and wish to continue under such an arrangement with the obligations, rights, procedures, and rules of conduct necessary to coordinate such an arrangement more clearly set forth below; and

**WHEREAS**, the Parties intend that each of the two above-referenced agreements (collectively referred to herein as the "Coordination Agreements") will constitute part of a unified framework for coordinating the collaborative efforts of the Parties going forward and shall be mutually enforceable against any Party in case of breach;

**NOW THEREFORE**, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. **Recitals**. The foregoing recitals are true and reflect the Parties' mutual understanding and intent in executing this MOU and are hereby incorporated and made a part of this MOU by reference.

2. **Agreements**. Each Party hereto is a party to the Facilities Agreement and IP Agreement. Violation of the terms of any of these Coordination Agreements by a Party shall constitute a violation of this MOU.

3. **Term**. This MOU is in effect as of the signature date of the last Party to execute it. This MOU shall remain in effect until any of the Coordinating Agreements is terminated by its own terms or by operation of law.

4. **Notices**. All Notices given in connection with this Agreement shall be in writing. Services of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

   If to SSP:
   Student Success Programs, Inc.
   10170 Huennekens Street
   San Diego, CA 92121
   Attn: Chairperson of the Board

   If to Audeo:
   Audeo Education, Inc.
   10170 Huennekens Street
   San Diego, CA 92121
   Attn: Chairperson of the Board

5. **Governing Law**. This MOU shall be governed by, and construed in accordance with, the laws of the State of California.

6. **Amendment**. This MOU may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties.

7. **Assignment**. This MOU shall be binding upon, and shall insure to the benefit of, the Parties and their respective successors and permitted assigns. This MOU, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without the prior written consent of the remaining Parties, which will not be unreasonably withheld, and any attempted assignment without such prior written consent shall be null and void.

8. **Entire Agreement**. This MOU and the Coordinating Agreements, which are attached and incorporated herein by reference, constitute the entire agreement between the Parties relating to the subject matter covered herein and by the Coordinating Agreements.

9. **Counterparts**. This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This MOU may be executed by original signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .pdf) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this MOU in the presence of the other Parties to this MOU.

10. **Severability**. If any clause or provision of this MOU is illegal, invalid, or unenforceable under present or future law effective and applicable to this MOU, then and in that event it is the intention of the Parties that the remainder of the MOU shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this MOU that is illegal, invalid, or

unenforceable, there be added, as a part of this MOU, a clause or provision as similar in terms to such illegal, invalid, or unenforceable clause or provision as may be possible and be legal, valid, and enforceable.

11. **Section Headings**. The section headings contained herein are for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent, or intent of this MOU or any provision thereof. Words such as "herein," "hereof," "hereinafter," and "hereby" when used in this MOU refer to this MOU as a whole, unless otherwise required by the context.

STUDENT SUCCESS PROGRAMS

By: _____
Name: Leendert Hering
Its: Board Chairperson

AUDEO CHARTER SCHOOLS

By: _____
Name: Gregg Haggart
Its: Board Chairperson

# EXHIBIT A
# FACILITY SHARING AGREEMENT

This Facility Sharing Agreement (the "Agreement") is made as of July 1, 2022 by Student Success Programs, a California nonprofit public benefit corporation ("SSP") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo"). SSP and Audeo may be referred to herein individually as a "Party" and collectively as the "Parties."

## RECITALS

**WHEREAS**, SSP is the owner of the real property located at 10170 Huennekens Street, San Diego, CA 92121 ("Huennekens"), which is a freestanding office building, and 3252 Bonita Road, Chula Vista, CA, a free standing office building ("Bonita") (collectively the "Premises"); and

**WHEREAS**, SSP has office space available at the Premises which it wishes to make available under license to Audeo for the purpose of maintaining a collaborative business environment among like-minded and complementary educational service providers.

**NOW, THEREFORE**, in consideration of the mutual promises, covenants, and agreements set forth herein, the sufficiency of which is acknowledged, the Parties hereby agree as follows:

1. Premises; Term.

(a) SSP and Audeo acknowledge that as of the date hereof, each Party is maintaining non-exclusive use of an undefined portion of the Premises, in accordance with their respective business needs. For the term of this Agreement, the Parties shall continue to have shared rights to the office space, common areas, amenities, and parking at the Premises, subject to the terms and conditions provided in this Agreement and the direction of the CEO and President of SSP. Audeo represents, warrant, and agrees that it is currently occupying and using and will continue to occupy and use portions of the Premises for purposes permitted by law and for no other purposes. No Party will use the Premises for any purpose that is substantially in conflict with the business of providing education and education-related services. Any disputes among the Parties over the use of any particular room, space, area, or amenity within the Premises shall be resolved in SSP's reasonable discretion.

(b) The right of Audeo to use the Premises shall terminate either after ninety (90) days advance written notice from SSP that it intends to terminate that Party's license to use the facility under this Agreement, or after ninety (90) days' advance written notice from Audeo to SSP expressing that Party's intention to cease its use of the Premises.

2. Consideration.

(a) Audeo shall pay SSP a fixed fee amount each month, on the first of the month, for as long as this Agreement is in effect, which shall cover a use fee for the shared use of the Premises that covers a percentage of direct and indirect costs such as repairs, insurance,

maintenance, operations, and utilities. This use fee shall calculated by April 1 each year and shall be fully reconciled at the end of each school year. The use fee shall be adjusted annually based upon usage of the Premises by the two Audeo and SSP.

3. Default. A "**Default**" is defined as a failure by any Party ("Defaulting Party") to comply with or perform any of the terms, covenants or conditions under this Agreement. A "**Breach**" is defined as the occurrence of one or more of the following Defaults, and the failure of the Defaulting Party to cure such Default within any applicable grace period:

(a) The failure of Audeo to make any payment required to be made hereunder when due.

(b) The failure to provide reasonable evidence of insurance, or to fulfill any obligation under this Agreement which endangers or threatens life or property, where such failure continues for a period of five (5) business days following receipt of written notice to Defaulting Party.

(c) A Default by Defaulting Party as to the terms, covenants, conditions or provisions of this Agreement where such Default continues for a period of fifteen (15) days after receipt of written notice.

4. Remedies. If Audeo fails to cure a Default within any applicable grace period, SSP may terminate their use of the facilities under this Agreement and remove the Defaulting Party's personal property from the Premises immediately, as well as exercise all other rights at law or equity. If SSP fails to cure a Default within any applicable grace period, Audeo may terminate their use of the Premises under this Agreement immediately.

5. Indemnity.

(a) By Audeo. Audeo will indemnify and hold harmless SSP from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against SSP by reason of (i) any accident, injury to or death of persons caused by Audeo or its employees, agents, directors or officers ("Audeo Parties"), (ii) any failure on the part of Audeo Parties to perform or comply with any of the terms of this Agreement, or (iii) any liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) due to Audeo Parties' use and occupancy of the Premises.

(b) By SSP. SSP will indemnify and hold harmless Audeo from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against Audeo by reason of (i) any accident, injury to or death of persons caused by SSP or its employees, agents, directors or officers ("SSP Parties") or (ii) any failure on the part of SSP Parties to perform or comply with any of the terms of this Agreement.

6. Insurance. At all times during the term of this Agreement, Audeo shall maintain, at levels that are commercially reasonable for their respective uses of the Premises, commercial general liability insurance, worker's compensation insurance, and any other form of insurance required under applicable law. Audeo shall name SSP as an additional insured on any insurance policy maintained in connection with use of the Premises and shall provide SSP with proof of insurance upon SSP's demand.

7. Condition of Premises. SSP makes no representations or warranties of any kind or nature, express or implied, with respect to the condition or fitness for use of the Premises and, except as expressly provided elsewhere in this Agreement, Audeo accepts and agrees to use the Premises "as is."

8. Repairs. Audeo shall not make any alterations, repairs, replacements or modifications ("Alterations") to the Premises without the advance written consent of SSP. SSP shall perform all necessary repairs to the Premises, and Audeo shall immediately reimburse SSP for all reasonable costs incurred by SSP in performing repairs attributable to that party's use of the Premises.

9. Dispute Resolution. The Parties agree that this section shall govern any dispute between the Parties arising out of this Agreement. The Parties agrees that an authorized representative designated by SSP or Audeo shall meet with a designated representative for SSP or Audeo, as applicable, within five (5) days of receiving, as applicable, a written notice of dispute from the other Party; the Parties agree to attempt to first resolve the dispute through informal negotiations.

10. End of Term. Audeo does not have any right to continued use of the Premises, or any part thereof, beyond the termination of this Agreement. Audeo each respectively hereby covenant and agree to indemnify and hold SSP harmless from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) imposed upon or incurred by or asserted against SSP by reason of Audeo continuing to use or to store personal property at the Premises beyond the termination of this Agreement.

11. Notices. All notices given in connection with this Agreement shall be in writing. Service of such notices shall be deemed complete (a) if hand delivered, on the date of delivery, (b) if by mail, on the fourth business day following the day of deposit in the United States mail, by certified or registered mail, first-class postage prepaid, or (c) if sent by FedEx or equivalent courier service via overnight delivery, on the next business day. Such notices shall be addressed to the Parties at the following addresses or at such other address for a Party as shall be specified by like notice (except that notices of change of address shall be effective upon receipt):

If to SSP:
Student Success Programs
10170 Huennekens Street
San Diego, CA 92121

Attn: Board Chairperson

If to Audeo:
Audeo Charter Schools
10170 Huennekens Street
San Diego, CA 92121
Attn.: Board Chairperson

12. Governing Law. This Agreement shall be governed by, and be construed in accordance with, the laws of the State of California.

13. Amendment. This Agreement may be amended or supplemented at any time, provided that any such amendment or supplement shall be made in writing and signed by each of the Parties hereto.

14. Assignment. This Agreement shall be binding upon, and shall inure to the benefit of, the Parties hereto and their respective successors and permitted assigns. This Agreement, and the rights, duties, obligations, and privileges hereunder may not be assigned by any Party without the prior written consent of SSP and any attempted assignment without the prior written consent of SSP shall be null and void.

15. Entire Agreement. This Agreement constitutes the entire agreement between the Parties relating to the subject matter hereof.

16. Brokerage. SSP and Audeo represent to each other that in connection with this Agreement, they have not dealt with any brokers. The Parties indemnify and hold each other harmless, from and against all liabilities, obligations, claims, damages, penalties, causes of action, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) arising from the fact that any of them had, or is alleged to have had, dealings with any broker concerning this Agreement.

17. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original but all which together will constitute but one agreement. This Agreement may be executed by original signature, and/or signature originally signed by hand but transmitted via email (e.g., by scanned .PDF) or facsimile, which signature shall be considered as valid and binding as an original signature and delivery of such executed counterpart signature page by facsimile or email shall be as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement.

18. Severability. If any clause or provision of this Agreement is illegal, invalid, or unenforceable under present or future law effective and applicable to this Agreement, then and in that event it is the intention of the Parties that the remainder of the Agreement shall not be affected thereby, and it is also the intention of the Parties that, in lieu of each clause or provision of this Agreement that is illegal, invalid or unenforceable, there be added, as a part of this Agreement, a

clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible and be legal, valid and enforceable.

19. Section Headings. The section headings contained herein are for convenience only and are in no way intended to describe, interpret, define or limit the scope, extent or intent of this Agreement or any provision hereof. Words such as "herein", "hereof", "hereinafter" and "hereby" when used in this Agreement refer to this Agreement as a whole, unless otherwise required by the context.

[*signature page follows*]

IN WITNESS WHEREOF, the Parties hereto have executed this Facility Sharing Agreement as of the date first above written.

STUDENT SUCCESS PROGRAMS

By: _____
Name: Leendert Hering
Its: Board Chairperson

AUDEO CHARTER SCHOOLS

By: _____
Name: Gregg Haggart
Its: Board Chairperson

**EXHIBIT B**
**INTELLECTUAL PROPERTY AGREEMENT**

This Intellectual Property Agreement (the "Agreement") is made as of July 1, 2022 by Student Success Programs, a California nonprofit public benefit corporation ("SSP" or the "Licensor") and Audeo Charter Schools, a California nonprofit public benefit corporation ("Audeo" or the "Licensee"). SSP and Audeo may be referred to herein individually as a "Party" and collectively as the "Parties."

**WHEREAS**, SSP and Audeo share a common specific purpose "to support and benefit, and carry out the purposes of … public charter schools … to provide public education based on the educational and teaching concepts, methods, models, techniques" common to both schools, called the "Altus Model."

**WHEREAS**, SSP is the owner of the service mark "Altus Schools" and other intellectual property and proprietary materials that together constitute the brand image by which SSP is known to the public. SSP's intellectual property and proprietary materials include, but are not limited to: SSP's corporate names, product names, service marks, tag lines and descriptors, domain names, designs, typography, color palettes, and copyrightable works, including but not limited to content of its internet sites, stationery, signage, promotional items, advertising and marketing materials, events, press releases, photographs, forms, and electronic media as it relates to SSP. The name and mark "Altus Schools" and the other intellectual property and proprietary materials which together constitute the brand image and language by which SSP is known to the public are herein collectively referred to as the "IP Rights"; and

**WHEREAS,** Audeo wishes to obtain a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools," in connection with the promotion of its relationship with SSP and its provision of Audeo's products and services; and SSP is willing to grant to Audeo a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" for such purpose, provided that Audeo agrees to comply with the terms and conditions of this Agreement.

**NOW THEREFORE**, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the parties, the parties agree as follows:

1. **Licensor's Grant to Licensee.** To the extent SSP owns or controls such rights, SSP grants to Audeo during the Term of this Agreement a non-exclusive license to use the IP Rights, including, without limitation, the service mark "Altus Schools" and certain copyrighted works, each only in connection with the promotion of their relationship with SSP and in connection with advertising or promoting their products and services. Except as set forth in this Agreement, such license as may be granted in this Agreement may not be assigned, pledged, encumbered or otherwise transferred by Audeo, voluntarily or involuntarily, by operation of law or otherwise, without SSP's prior written consent, which consent may be withheld in SSP's sole discretion, and any attempt to do so in violation of this Agreement will be without legal effect and void under this Agreement. SSP may terminate this License and any time and for any reason with thirty (30) days written notice to Audeo.

2. **Consideration for Licenses.** For the promises received and given and other good and valuable consideration, the sufficiency of which is hereby acknowledged, SSP grants to Audeo the licenses and rights to the IP Rights as provided in this Section I. Audeo shall be considered fully-paid and there shall be no royalty or other fee due for the license granted to Audeo herein during the period this Agreement.

3. **Modifications to IP Rights**. Audeo shall not make or use any modification to any of the IP Rights without the prior express written approval of SSP, which may not be unreasonably delayed or withheld.

4. **Ownership.** Audeo hereby acknowledges and agrees that the IP Rights including, without limitation, the service mark "Altus Schools" and the goodwill associated with the IP Rights, are owned by SSP and are the exclusive property of SSP and may be used only with SSP's prior written consent as granted through this Agreement. Audeo shall retain the goodwill in its business apart from the goodwill associated with the use of the service mark and IP Rights. Audeo further acknowledges and agrees that, upon the termination of this Agreement, all of Audeo's rights in the IP Rights shall cease, and Audeo shall have no interest in or right to use any of the IP Rights which may have come into the possession of Audeo. Audeo will not in any manner represent that it owns the IP Rights or any part or component of the IP Rights, and Audeo hereby acknowledges that its use of the IP Rights shall not create any right, title, or interest in or to the IP Rights in favor of Audeo, but that all use by Audeo of the IP Rights shall inure to the sole benefit of and be on behalf of SSP. Audeo further acknowledges and agrees that it will not at any time do, or cause to be done, any act or thing to contest, oppose, seek to invalidate or in any way impair or intend to impair the validity or enforceability of any applications, registrations, or rights in or for the IP Rights or any of SSP's exclusive right, title and interest in the IP Rights.

5. **Infringement.** During the Term of the License, Audeo shall promptly notify SSP in writing of any suspected or actual infringement of the service mark as may come to their attention. In the event of any suspected or actual infringement, SSP has the right, but not the duty, to take any legal action or other measures to protect the service mark against such infringement. Audeo shall cooperate with SSP in any such actions or measures at SSP's request and sole expense. In any action brought by SSP: (a) SSP shall retain full control thereof, including the settlement or other disposition of the action; and (b) any recovery shall be solely for the account of SSP.

6. **General Provisions**.

   a. Disputes: This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the State of California, without reference to any conflict of laws provisions.

   b. Severability: In the event that any provision of this Agreement is found to be invalid, illegal, or unenforceable in any jurisdiction, all other provisions herein shall remain in full force and effect, and such invalidity, illegality, or unenforceability shall not affect the validity, legality, and enforceability of all other provisions herein.

   c. No Modification or Waiver: The Parties shall not amend, modify, or waive any provision of this Agreement unless made, in writing, by and between the Parties. No provision of this Agreement shall be varied, contradicted, or explained by any oral agreement, course of dealing, or performance. No failure on the part of either Party to exercise any right under this Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice, or constitute a waiver of any such right.

   d. No Assignment: This Agreement shall not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. Nothing in this Agreement shall be construed to limit the right of Licensor

to assign the IP Rights or this Agreement, provided that the transferee or assignee agrees, in writing, to be bound by the terms and conditions of this Agreement.

e. Independent Contractors: Nothing in this Agreement is intended, or is to be construed, to constitute a partnership or any other relationship between the Parties. The Parties shall not have any express or implied right or authority to assume or create any obligation on behalf of any other party, or to bind any other party to any contract, undertaking or agreement with any third party.

f. Entire Agreement: This Agreement embodies the entire understanding between the Parties with respect to the Intellectual Property, and supersedes any prior communications, representations, or understandings with respect thereto, whether written or oral.

IN WITNESS WHEREOF, the Parties hereto have executed this Intellectual Property Agreement as of the date first above written.

STUDENT SUCCESS PROGRAMS

By: _____
Name: Leendert Hering
Its: Board Chairperson

AUDEO CHARTER SCHOOLS

By: _____
Name: Gregg Haggart
Its: Board Chairperson

PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL II

MULTI-TRACK CALENDAR

# TRACK A

**2022-2023**

| 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 | 15 | 0 | 1 | | Jul 4: Holiday |
| | | **4** | 5 | 6 | 7 | 8 | | | | | |
| | | 11 | 12 | 13 | 14 | 15 | | | | | |
| | | 18 | 19 | 20 | 21 | 22 | | | | *16* | |
| July / August | 2 | 25 | 26 | 27 | 28 | 29 | 20 | 0 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 15 | 3 | 2 | | |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 2: Teacher NWD |
| | | **5** | 6 | 7 | 8 | 9 | | | | | Sep 5: Holiday |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 15 | 5 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 15 | 4 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **80** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 10 | 5 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 5 | 4 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 8 | 10 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 9 | 9 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **53** | **33** | ***256*** | |

PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL II
MULTI-TRACK CALENDAR

# TRACK B

**2022-2023**

| 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 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 27<br>3<br>10<br>17 | 28<br>4<br>11<br>18 | 29<br>5<br>12<br>19 | 0 | 20 | 0 | *20* | |
| August / September | 3 | 22<br>29<br>**5**<br>12 | 23<br>30<br>6<br>13 | 24<br>31<br>7<br>14 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 3 | 15 | 2 | *20* | Sep 2: Teacher NWD<br>Sep 5: Holiday |
| September / October | 4 | 19<br>26<br>3<br>10 | 20<br>27<br>4<br>11 | 21<br>28<br>5<br>12 | 22<br>29<br>6<br>13 | 23<br>30<br>7<br>14 | 20 | 0 | 0 | *20* | Oct 5: CBEDS Information Day |
| **P1 October / November** | **5** | 17<br>24<br>31<br>7 | 18<br>25<br>1<br>8 | 19<br>26<br>2<br>9 | 20<br>27<br>3<br>10 | 21<br>28<br>4<br>**11** | 19 | 0 | 1 | *20* | Nov 11: Holiday<br>**Total P1 Days** **42** |
| November / December | 6 | 14<br>21<br>28<br>5 | 15<br>22<br>29<br>6 | 16<br>23<br>30<br>7 | 17<br>**24**<br>1<br>8 | 18<br>**25**<br>2<br>9 | 15 | 0 | 5 | *20* | Nov 21-23: Teacher NWD<br>Nov 24-25: Holidays |
| December / January | 7 | 12<br>19<br>**26**<br>**2** | 13<br>20<br>27<br>3 | 14<br>21<br>28<br>4 | 15<br>22<br>29<br>5 | 16<br>**23**<br>**30**<br>6 | 9 | 0 | 11 | *20* | Dec 19-22 & 27-29: Teacher NWD<br>Dec 23 & 26: Holiday<br>Dec 30 & Jan 2: Holiday |
| January / February | 8 | 9<br>**16**<br>23<br>30 | 10<br>17<br>24<br>31 | 11<br>18<br>25<br>1 | 12<br>19<br>26<br>2 | 13<br>20<br>27<br>3 | 18 | 0 | 2 | *20* | Jan 13: Teacher NWD<br>Jan 16: Holiday |
| February / March | 9 | 6<br>13<br>**20**<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>1 | 9<br>16<br>23<br>2 | 10<br>**17**<br>24<br>3 | 18 | 0 | 2 | *20* | Feb 17 & 20: Holiday |
| **P2 March** | **10** | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>29 | 9<br>16<br>23<br>30 | 10<br>17<br>24<br>31 | 15 | 0 | 5 | *20* | Mar 27-31: Spring Break<br>**Total P2 Days** **117** |
| April | 11 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May | 12 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May / June | 13 | **29**<br>5<br>12<br>**19** | 30<br>6<br>13<br>20 | 31<br>7<br>14<br>21 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 18 | 0 | 2 | *20* | May 29: Holiday<br>Available CAASPP Window<br>April 3 - June 23<br>June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | **Total Instructional Days:** | | **175** | **38** | **32** | ***240*** | |

PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL III
MULTI-TRACK CALENDAR

# TRACK A

**2022-2023**

| 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 | 15 | 0 | 1 | | Jul 4: Holiday |
| | | **4** | 5 | 6 | 7 | 8 | | | | | |
| | | 11 | 12 | 13 | 14 | 15 | | | | | |
| | | 18 | 19 | 20 | 21 | 22 | | | | *16* | |
| July / August | 2 | 25 | 26 | 27 | 28 | 29 | 17 | 3 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 15 | 3 | 2 | | Sep 2: Teacher NWD |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 5: Holiday |
| | | **5** | 6 | 7 | 8 | 9 | | | | | |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 19 | 1 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 17 | 2 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **83** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 12 | 3 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 5 | 4 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 7 | 11 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 5 | 13 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **53** | **33** | ***256*** | |

PUPIL CALENDAR FOR AUDEO CHARTER SCHOOL III

MULTI-TRACK CALENDAR

# TRACK B

**2022-2023**

| 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 | 25 | 26 | 27 | 28 | 29 | 0 | 20 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 3 | 15 | 2 | | |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 2: Teacher NWD |
| | | **5** | 6 | 7 | 8 | 9 | | | | | Sep 5: Holiday |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 20 | 0 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 19 | 0 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **42** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 15 | 0 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 9 | 0 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 18 | 0 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 18 | 0 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 15 | 0 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **38** | **32** | ***240*** | |

PUPIL CALENDAR FOR AUDEO VALLEY CHARTER SCHOOL
MULTI-TRACK CALENDAR

# TRACK A

**2022-2023**

| 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 | 15 | 0 | 1 | | Jul 4: Holiday |
| | | **4** | 5 | 6 | 7 | 8 | | | | | |
| | | 11 | 12 | 13 | 14 | 15 | | | | | |
| | | 18 | 19 | 20 | 21 | 22 | | | | *16* | |
| July / August | 2 | 25 | 26 | 27 | 28 | 29 | 18 | 2 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 16 | 2 | 2 | | |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 2: Teacher NWD |
| | | **5** | 6 | 7 | 8 | 9 | | | | | Sep 5: Holiday |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 16 | 4 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 16 | 3 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **81** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 10 | 5 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 5 | 4 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 11 | 7 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 5 | 13 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | **Total Instructional Days:** | | **175** | **53** | **33** | ***256*** | |

# TRACK B

**2022-2023**

| 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 | 25 | 26 | 27 | 28 | 29 | 0 | 20 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 3 | 15 | 2 | | |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 2: Teacher NWD |
| | | **5** | 6 | 7 | 8 | 9 | | | | | Sep 5: Holiday |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 20 | 0 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 19 | 0 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **42** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 15 | 0 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 9 | 0 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 18 | 0 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 18 | 0 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 15 | 0 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **38** | **32** | ***240*** | |

PUPIL CALENDAR FOR GROSSMONT SECONDARY SCHOOL
MULTI-TRACK CALENDAR

# TRACK A

**2022-2023**

| 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 | **4** | 5 | 6 | 7 | 1<br>8 | 15 | 0 | 1 | | Jul 4: Holiday |
| | | 11 | 12 | 13 | 14 | 15 | | | | | |
| | | 18 | 19 | 20 | 21 | 22 | | | | *16* | |
| July / August | 2 | 25 | 26 | 27 | 28 | 29 | 20 | 0 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 16 | 2 | 2 | | |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 2: Teacher NWD |
| | | **5** | 6 | 7 | 8 | 9 | | | | | Sep 5: Holiday |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 17 | 3 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 16 | 3 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **84** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 12 | 3 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 5 | 4 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 6 | 12 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 5 | 13 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | **Total Instructional Days:** | | **175** | **53** | **33** | ***256*** | |

PUPIL CALENDAR FOR GROSSMONT SECONDARY SCHOOL
MULTI-TRACK CALENDAR

# TRACK B

**2022-2023**

| 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 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 27<br>3<br>10<br>17 | 28<br>4<br>11<br>18 | 29<br>5<br>12<br>19 | 0 | 20 | 0 | *20* | |
| August / September | 3 | 22<br>29<br>**5**<br>12 | 23<br>30<br>6<br>13 | 24<br>31<br>7<br>14 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 3 | 15 | 2 | *20* | Sep 2: Teacher NWD<br>Sep 5: Holiday |
| September / October | 4 | 19<br>26<br>3<br>10 | 20<br>27<br>4<br>11 | 21<br>28<br>5<br>12 | 22<br>29<br>6<br>13 | 23<br>30<br>7<br>14 | 20 | 0 | 0 | *20* | Oct 5: CBEDS Information Day |
| **P1 October / November** | **5** | 17<br>24<br>31<br>7 | 18<br>25<br>1<br>8 | 19<br>26<br>2<br>9 | 20<br>27<br>3<br>10 | 21<br>28<br>4<br>**11** | 19 | 0 | 1 | *20* | Nov 11: Holiday<br>**Total P1 Days** **42** |
| November / December | 6 | 14<br>21<br>28<br>5 | 15<br>22<br>29<br>6 | 16<br>23<br>30<br>7 | 17<br>**24**<br>1<br>8 | 18<br>**25**<br>2<br>9 | 15 | 0 | 5 | *20* | Nov 21-23: Teacher NWD<br>Nov 24-25: Holidays |
| December / January | 7 | 12<br>19<br>**26**<br>**2** | 13<br>20<br>27<br>3 | 14<br>21<br>28<br>4 | 15<br>22<br>29<br>5 | 16<br>**23**<br>**30**<br>6 | 9 | 0 | 11 | *20* | Dec 19-22 & 27-29: Teacher NWD<br>Dec 23 & 26: Holiday<br>Dec 30 & Jan 2: Holiday |
| January / February | 8 | 9<br>**16**<br>23<br>30 | 10<br>17<br>24<br>31 | 11<br>18<br>25<br>1 | 12<br>19<br>26<br>2 | 13<br>20<br>27<br>3 | 18 | 0 | 2 | *20* | Jan 13: Teacher NWD<br>Jan 16: Holiday |
| February / March | 9 | 6<br>13<br>**20**<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>1 | 9<br>16<br>23<br>2 | 10<br>**17**<br>24<br>3 | 18 | 0 | 2 | *20* | Feb 17 & 20: Holiday |
| **P2 March** | **10** | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>29 | 9<br>16<br>23<br>30 | 10<br>17<br>24<br>31 | 15 | 0 | 5 | *20* | Mar 27-31: Spring Break<br>**Total P2 Days** **117** |
| April | 11 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May | 12 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May / June | 13 | **29**<br>5<br>12<br>**19** | 30<br>6<br>13<br>20 | 31<br>7<br>14<br>21 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 18 | 0 | 2 | *20* | May 29: Holiday<br>Available CAASPP Window<br>April 3 - June 23<br>June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **38** | **32** | ***240*** | |

| 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 | 15 | 0 | 1 | | Jul 4: Holiday |
| | | **4** | 5 | 6 | 7 | 8 | | | | | |
| | | 11 | 12 | 13 | 14 | 15 | | | | | |
| | | 18 | 19 | 20 | 21 | 22 | | | | *16* | |
| July / August | 2 | 25 | 26 | 27 | 28 | 29 | 20 | 0 | 0 | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | |
| | | 15 | 16 | 17 | 18 | 19 | | | | *20* | |
| August / September | 3 | 22 | 23 | 24 | 25 | 26 | 16 | 2 | 2 | | Sep 2: Teacher NWD |
| | | 29 | 30 | 31 | 1 | 2 | | | | | Sep 5: Holiday |
| | | **5** | 6 | 7 | 8 | 9 | | | | | |
| | | 12 | 13 | 14 | 15 | 16 | | | | *20* | |
| September / October | 4 | 19 | 20 | 21 | 22 | 23 | 16 | 4 | 0 | | Oct 5: CBEDS Information Day |
| | | 26 | 27 | 28 | 29 | 30 | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | | | | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | *20* | |
| **P1 October / November** | **5** | 17 | 18 | 19 | 20 | 21 | 15 | 4 | 1 | | Nov 11: Holiday |
| | | 24 | 25 | 26 | 27 | 28 | | | | | |
| | | 31 | 1 | 2 | 3 | 4 | | | | | |
| | | 7 | 8 | 9 | 10 | **11** | | | | *20* | **Total P1 Days** **82** |
| November / December | 6 | 14 | 15 | 16 | 17 | 18 | 10 | 5 | 5 | | Nov 21-23: Teacher NWD |
| | | 21 | 22 | 23 | **24** | **25** | | | | | Nov 24-25: Holidays |
| | | 28 | 29 | 30 | 1 | 2 | | | | | |
| | | 5 | 6 | 7 | 8 | 9 | | | | *20* | |
| December / January | 7 | 12 | 13 | 14 | 15 | 16 | 5 | 4 | 11 | | Dec 19-22 & 27-29: Teacher NWD |
| | | 19 | 20 | 21 | 22 | **23** | | | | | Dec 23 & 26: Holiday |
| | | **26** | 27 | 28 | 29 | **30** | | | | | Dec 30 & Jan 2: Holiday |
| | | **2** | 3 | 4 | 5 | 6 | | | | *20* | |
| January / February | 8 | 9 | 10 | 11 | 12 | 13 | 8 | 10 | 2 | | Jan 13: Teacher NWD |
| | | **16** | 17 | 18 | 19 | 20 | | | | | Jan 16: Holiday |
| | | 23 | 24 | 25 | 26 | 27 | | | | | |
| | | 30 | 31 | 1 | 2 | 3 | | | | *20* | |
| February / March | 9 | 6 | 7 | 8 | 9 | 10 | 7 | 11 | 2 | | Feb 17 & 20: Holiday |
| | | 13 | 14 | 15 | 16 | **17** | | | | | |
| | | **20** | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 1 | 2 | 3 | | | | *20* | |
| **P2 March** | **10** | 6 | 7 | 8 | 9 | 10 | 5 | 10 | 5 | | Mar 27-31: Spring Break |
| | | 13 | 14 | 15 | 16 | 17 | | | | | |
| | | 20 | 21 | 22 | 23 | 24 | | | | | |
| | | 27 | 28 | 29 | 30 | 31 | | | | *20* | **Total P2 Days** **117** |
| April | 11 | 3 | 4 | 5 | 6 | 7 | 20 | 0 | 0 | | |
| | | 10 | 11 | 12 | 13 | 14 | | | | | Available CAASPP Window |
| | | 17 | 18 | 19 | 20 | 21 | | | | | April 3 - June 23 |
| | | 24 | 25 | 26 | 27 | 28 | | | | *20* | |
| May | 12 | 1 | 2 | 3 | 4 | 5 | 20 | 0 | 0 | | |
| | | 8 | 9 | 10 | 11 | 12 | | | | | Available CAASPP Window |
| | | 15 | 16 | 17 | 18 | 19 | | | | | April 3 - June 23 |
| | | 22 | 23 | 24 | 25 | 26 | | | | *20* | |
| May / June | 13 | **29** | 30 | 31 | 1 | 2 | 18 | 0 | 2 | | May 29: Holiday |
| | | 5 | 6 | 7 | 8 | 9 | | | | | Available CAASPP Window |
| | | 12 | 13 | 14 | 15 | 16 | | | | | April 3 - June 23 |
| | | **19** | 20 | 21 | 22 | 23 | | | | *20* | June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | | **Total Instructional Days:** | **175** | **53** | **33** | ***256*** | |

PUPIL CALENDAR FOR SWEETWATER SECONDARY SCHOOL
MULTI-TRACK CALENDAR

# TRACK B

**2022-2023**

| 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 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 27<br>3<br>10<br>17 | 28<br>4<br>11<br>18 | 29<br>5<br>12<br>19 | 0 | 20 | 0 | *20* | |
| August / September | 3 | 22<br>29<br>**5**<br>12 | 23<br>30<br>6<br>13 | 24<br>31<br>7<br>14 | 25<br>1<br>8<br>15 | 26<br>2<br>9<br>16 | 3 | 15 | 2 | *20* | Sep 2: Teacher NWD<br>Sep 5: Holiday |
| September / October | 4 | 19<br>26<br>3<br>10 | 20<br>27<br>4<br>11 | 21<br>28<br>5<br>12 | 22<br>29<br>6<br>13 | 23<br>30<br>7<br>14 | 20 | 0 | 0 | *20* | Oct 5: CBEDS Information Day |
| **P1 October / November** | **5** | 17<br>24<br>31<br>7 | 18<br>25<br>1<br>8 | 19<br>26<br>2<br>9 | 20<br>27<br>3<br>10 | 21<br>28<br>4<br>**11** | 19 | 0 | 1 | *20* | Nov 11: Holiday<br>**Total P1 Days** **42** |
| November / December | 6 | 14<br>21<br>28<br>5 | 15<br>22<br>29<br>6 | 16<br>23<br>30<br>7 | 17<br>**24**<br>1<br>8 | 18<br>**25**<br>2<br>9 | 15 | 0 | 5 | *20* | Nov 21-23: Teacher NWD<br>Nov 24-25: Holidays |
| December / January | 7 | 12<br>19<br>**26**<br>**2** | 13<br>20<br>27<br>3 | 14<br>21<br>28<br>4 | 15<br>22<br>29<br>5 | 16<br>**23**<br>**30**<br>6 | 9 | 0 | 11 | *20* | Dec 19-22 & 27-29: Teacher NWD<br>Dec 23 & 26: Holiday<br>Dec 30 & Jan 2: Holiday |
| January / February | 8 | 9<br>**16**<br>23<br>30 | 10<br>17<br>24<br>31 | 11<br>18<br>25<br>1 | 12<br>19<br>26<br>2 | 13<br>20<br>27<br>3 | 18 | 0 | 2 | *20* | Jan 13: Teacher NWD<br>Jan 16: Holiday |
| February / March | 9 | 6<br>13<br>**20**<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>1 | 9<br>16<br>23<br>2 | 10<br>**17**<br>24<br>3 | 18 | 0 | 2 | *20* | Feb 17 & 20: Holiday |
| **P2 March** | **10** | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 8<br>15<br>22<br>29 | 9<br>16<br>23<br>30 | 10<br>17<br>24<br>31 | 15 | 0 | 5 | *20* | Mar 27-31: Spring Break<br>**Total P2 Days** **117** |
| April | 11 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 6<br>13<br>20<br>27 | 7<br>14<br>21<br>28 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May | 12 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 3<br>10<br>17<br>24 | 4<br>11<br>18<br>25 | 5<br>12<br>19<br>26 | 20 | 0 | 0 | *20* | Available CAASPP Window<br>April 3 - June 23 |
| May / June | 13 | **29**<br>5<br>12<br>**19** | 30<br>6<br>13<br>20 | 31<br>7<br>14<br>21 | 1<br>8<br>15<br>22 | 2<br>9<br>16<br>23 | 18 | 0 | 2 | *20* | May 29: Holiday<br>Available CAASPP Window<br>April 3 - June 23<br>June 19: Holiday |
| June | NA | 26 | 27 | 28 | 29 | 30 | 0 | 3 | 2 | | Jun 29 & 30: Teacher NWD |
| | | | | | **Total Instructional Days:** | | **175** | **38** | **32** | ***240*** | |

# AUDEO CHARTER SCHOOL

## EMAIL POLICY

Audeo Charter School ("Audeo") nonprofit public benefit corporation provides access to email accounts for all employees and Board members. Access to email is for conducting educational, instructional, and/or school business activities only. Personal use is not permitted.

Moreover, Audeo employees should not use personal email accounts for Audeo-related communications. Audeo-related communications may only take place using the employee's Audeo-authorized email account.

# Audeo Charter School

## IMMUNIZATION POLICY

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

### Required Immunizations, Records and Reports

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

| Child's Grade | Immunization | Dosage |
|---|---|---|
| Entering Kindergarten[1] | 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 7th Grade[2] | Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) | One (1) dose |

[1] **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.

[2] **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 children

| | | |
|---|---|---|
| | 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 pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

7-17 years old (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).

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
    a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
    b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
    c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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 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.

# AUDEO CHARTER SCHOOLS

## POLICY REGARDING SUPPORT FOR RESEARCH

Audeo Charter Schools ("Audeo") nonprofit public benefit corporation Board and leadership commit to the support of a strong, active research component for the schools in their charge. As a critical part of the ADLI (Approach, Deploy, Learn, Integrate) approach to strategic growth, professional development and innovation, Audeo holds as a view that every employee's scope of work may include as an expectation the observation, exploration, and/or sharing of instructional, educational, operational, and related activity at the national, state, and/or local levels.

It is held as a basic tenet of Audeo that the continuous learning on the part of all employees is vital to the continued growth of a vibrant instructional, operational, and professional environment that ultimately benefits students influenced by the Altus Model. Audeo supports mastery of skills and new knowledge at all levels of the workforce.

**Research Activities:**

The activities surrounding these research efforts may include, but are not restricted 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, and business-related learnings as directed by Audeo leadership. This information gathering may include personal interviews, meetings, the preparation of white papers, articles, technical manuals, and 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 work relating to research and the Altus Model.

Consistent with Audeo's charitable purpose, it is the intent of Audeo that its involvement in active research and study not only benefit and promote 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 Audeo students and all students everywhere.

# AUDEO CHARTER SCHOOLS
# CONFIDENTIALITY POLICY

Audeo Charter Schools' ("Audeo") nonprofit public benefit corporation Board of Directors ("Board") requires employees to adhere to a strict standard of confidentiality with respect to student information and records, personnel records, and other confidential information.

Confidential information includes, but is not limited to student records, such as students' names; parents'/guardians' names; home addresses; personal telephone numbers and/or email addresses; photographs; dates of birth; grade level; enrollment status; dates of attendance; social security numbers; medical information; disciplinary records; and grades. Confidential information also includes all information in a personnel file, including, home addresses, personal telephone numbers and email addresses, prior employment information, medical information, disciplinary records, evaluations etc.

Employees shall only access confidential information when it is necessary and when doing so is within the course and scope of the employee's job duties.

Employees shall not disclose any confidential information without the advance written consent and in accordance with confidentiality laws, including, but not limited to the Family Educational Rights and Privacy Act.

Any failure by employees to maintain confidentiality in accordance with this policy and student and employee privacy laws may result in disciplinary action, up to and including release from employment, and reporting to the Commission on Teacher Credentialing.

Employees must contact a supervisor immediately if they have questions regarding the parameters for confidentiality.

# AUDEO CHARTER SCHOOLS

## SALARY APPORTIONMENT POLICY

Audeo Charter Schools ("Audeo"), a nonprofit public benefit corporation desires to hire employees who will assist Audeo in effectuating its mission and vision.

At the time of hire, all employees are classified as either "exempt" or "nonexempt." Exempt employees generally 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. Nonexempt employees are required to record all hours worked. For exempt employees, precise time tracking is not necessary so long as the employee performs the function of his/her/their job.

For each Audeo employee, at-will employment agreements are entered into between Audeo and the individual employee. All employees must perform Audeo duties as Audeo reasonably assigns. In addition, as assigned, employees must also perform such duties as necessary for the support of Altus Schools, as consistent with Audeo's charitable purpose. Audeo will decide how to best allocate an individual employee's time depending on the individual position and the needs of the various schools that Audeo operates.[1] In making this determination, Audeo may consider, among other things, one or more of the following:

- the prior or current year CBED's enrollment at the schools;
- the unduplicated pupil count;
- the prior or current year CBED's special education pupil count;
- the number of charter school; and/or
- number of employees.

The President and Chief Executive Officer will be responsible for making this determination but may delegate to the employee's direct supervisor to decide how to best and most appropriately allocate an employee's time.

[1] Part-time employees of Audeo may also hold a separate, part-time contract with the Student Success Programs corporation.

CALIFORNIA DEPARTMENT OF EDUCATION
TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 21, 2022

Gregg Haggart, Board President
Hayley Beaupre, Administrator of Instructional Services
Lynne Alipio, Chief Business Officer
Grossmont Secondary
10170 Huennekens St.
San Diego, CA 92121

Dear President Haggart, Administrator Beaupre and Chief Business Officer Alipio:

Subject: Summary of Annual Site Visit for Grossmont Secondary School Conducted on March 8-9, 2022

Thank you for the opportunity to visit Grossmont Secondary School (GSS) virtually. The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

The CDE conducted interviews with board members, school leadership, and school staff. The CDE also reviewed documentation and conducted classroom observations. Based on the information gathered, the CDE has determined that GSS is in compliance with the GSS charter petition and the Memorandum of Understanding between the California State Board of Education and GSS.

Additionally, as California Assessment of Student Performance and Progress data, California School Dashboard data, and fiscal reports become available, the CDE will continue to monitor the academic performance and fiscal viability of GSS, which could result in the CDE requesting a written response, an action plan, or additional documentation.

If you have any questions regarding this letter, please contact Danielle Storey, Ed.D. Educational Programs Consultant, by phone at 916-319-0542 or by email at DStorey@cde.ca.gov.

Sincerely,

/s/

Stephanie Farland, Director
Charter Schools Division

SF:ds

cc: Brooks Allen, Executive Director, California State Board of Education
Abel Guilllen, Deputy Superintendent, Operations and Administration Branch,
California Department of Education

*Sent via First Class Mail and Email to:*
ghaggart@audeo2.com
hbeaupre@grossmontcharter.com
lalipio@altusschools.net

CALIFORNIA DEPARTMENT OF EDUCATION
TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 21, 2022

Gregg Haggart, Board President
Hayley Beaupre, Administrator of Instructional Services
Lynne Alipio, Chief Business Officer
Sweetwater Secondary School
3253 Bonita Road,
Chula Vista, CA 91910

Dear President Haggart, Administrator Beaupre and Chief Business Officer Alipio:

Subject: Summary of Annual Site Visit for Sweetwater Secondary School Conducted on March 8-9, 2022

Thank you for the opportunity to visit Sweetwater Secondary School (SSS) virtually. The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

The CDE conducted interviews with board members, school leadership, and school staff. The CDE also reviewed documentation and conducted classroom observations. Based on the information gathered, the CDE has determined that SSS is in compliance with the SSS charter petition and the Memorandum of Understanding between the California State Board of Education and SSS.

Additionally, as California Assessment of Student Performance and Progress data, California School Dashboard data, and fiscal reports become available, the CDE will continue to monitor the academic performance and fiscal viability of SSS, which could result in the CDE requesting a written response, an action plan, or additional documentation.

If you have any questions regarding this letter, please contact Danielle Storey, Ed.D. Educational Programs Consultant, by phone at 916-319-0542 or by email at DStorey@cde.ca.gov.

Sincerely,

/s/

Stephanie Farland, Director
Charter Schools Division

SF:ds

cc: Brooks Allen, Executive Director, California State Board of Education
Abel Guillien, Deputy Superintendent, Operations and Administration Branch, California Department of Education

*Sent via First Class Mail and Email to:*
ghaggart@audeo2.com
hbeaupre@sweetwatercharter.com
lalipio@altusschools.net

Altus SCHOOLS

# 2022 AUDEO CORPORATION PARTNERS AND COLLABORATORS

| PARTNER | SERVICES | SCHOOLS SERVED |
|---|---|---|
| **Social Advocates for Youth (SAY)** | • Community Assessment Team (CAT)<br>• Teen Pregnancy and Prevention<br>• Wellness Center<br>• Men Empowerment Program<br>• Fentanyl Awareness<br>• Alcohol, Tobacco, and Other Drug Prevention Program | GSS |
| **San Diego Youth Services (SDYS)** | • Community Assessment Team (CAT)<br>• Child Sex Trafficking Awareness and Recovery<br>• Foster Care<br>• Homeless Housing and Support<br>• Suicide Prevention and Intervention<br>• Anti-Bullying Awareness and Support<br>• Mental Health<br>• Teen Pregnancy and Intervention<br>• LGBTQ+ Services<br>• Safe Family Services<br>• Workforce Development | GSS |
| **McAlister Institute** | • Substance Abuse Treatment and Education | Audeo II, Audeo III, GSS, SSS |
| **North County Lifeline** | • Youth Development<br>• Child Abuse and Domestic Violence Prevention & Intervention<br>• Behavioral Health<br>• Human Trafficking Prevention & Intervent | Audeo II, Audeo III |
| **South Bay Community Services (SBCS)** | • Child Well-Being<br>• Foster Youth | SSS |

| | | |
|---|---|---|
| | • Teen Pregnancy Prevention<br>• Homeless Outreach<br>• Mental Health<br>• LGBTQ Drop-In Center<br>• Suicide Prevention & Intervention<br>• Family Violence & Support Services<br>• Domestic Violence Response Team<br>• Food Assistance & Distribution | |
| **San Diego Food Bank** | • Food Assistance & Distribution Locations | Audeo II, Audeo III, GSS, SSS |
| **Feeding America** | • Food Assistance & Distribution Locations | Audeo II, Audeo III, GSS, SSS |
| **A Bridge for Kids** | • Mentorship Opportunities | Audeo II, Audeo III, GSS, SSS |
| **City of San Diego Work Readiness Program** | • Job Readiness Training | Audeo II, Audeo III, GSS, SSS |
| **San Diego Workforce Partnership** | • Job Readiness Training | Audeo II, Audeo III, GSS, SSS |
| **San Diego Metro Career Center** | • Job Readiness Training | Audeo II, Audeo III, GSS, SSS |
| **San Diego Medical Society** | • Health Education Presentations | Audeo II, Audeo III, GSS, SSS |
| **Vista Hill** | • Bridges Early Intervention for Teens<br>• Support for Adolescets & Families in Recovery (SAFIR)<br>• Substance Abuse Services<br>• Mental Health | Audeo II, Audeo III, GSS, SSS |
| **San Diego Nice Guys** | • Scholarships – Test Fees, Transportation, Technology, and College Textbooks | Audeo II, Audeo III, GSS, SSS |
| **Oasis Clubhouse** | • Mental Health Services<br>• Life Skills Training | Audeo II, Audeo III, GSS, SSS |

| | | |
|---|---|---|
| | • Job Skills & Development<br>• Peer Mentoring | |
| **147 Combat Communications Squadron** | • Support California Cadet Corps Squadron<br>• Career Exploration<br>• Career Week Presentations | Audeo II, Audeo III, GSS, SSS |
| **San Diego Museum of Contemporary Art** | • Art Exploration & Exhibitions | Audeo II, Audeo III, GSS, SSS |
| **Coastline Community College** | • Dual Enrollment Program for Students | Audeo II, Audeo III, GSS, SSS |
| **Mira Costa** | • Dual Enrollment Program for Students | Audeo II |
| **Alliant University** | • Staff tuition reduction<br>• Intern Program for Practicum Students, Student Teachers, School Psych and Counseling | Audeo II, Audeo III, GSS, SSS |
| **National University** | • Staff tuition reduction<br>• Intern Program for Practicum Students, Student Teachers, School Psych and Counseling | Audeo II, Audeo III, GSS, SSS |
| **Pt. Loma Nazarene (PLNU)** | • Student Teaching/Clinical Practice for Staff | Audeo II, Audeo III, GSS, SSS |
| **Promises 2 Kids** | • Foster Youth Support Services | Audeo II, Audeo III, GSS, SSS |
| **Connect2Careers** | • Technology | Audeo II, Audeo III, GSS, SSS |
| **Family Health Centers of San Diego** | • Mental Health Services | Audeo II, Audeo III, GSS, SSS |
| **SDCOE Parent Support** | • Parent and Family Engagement | Audeo II, Audeo III, GSS, SSS |
| **SDSU** | • Tutoring | Audeo II, Audeo III, GSS, SSS |
| **UCSD** | • Tutoring | Audeo II, Audeo III, GSS, SSS |

| FINANCE & OPERATIONS PARTNERS/VENDORS | SERVICES | SCHOOLS SERVED |
|---|---|---|
| **SDCOE Fringe Benefits Consortium** | Health & Wellness Benefits | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Specialized Therapy Services** | Special Ed Services | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Davis & Adams** | Construction & Maintenance | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Datel Systems Incorporated** | Technology Services | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Young, Minney & Corr** | Legal | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Pacific Building Maintenance** | Custodial | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **School Pathways** | Student Information System | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Ed Ladder** | Tutoring | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Edgenuity** | On-Line Instruction Platform | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Konica Minolta Business Solutions USA Inc.** | Digitalization Project | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Xerox Financial Services** | All Xerox Lease Payments | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **SDG&E** | Utilities | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Brown Marketing Strategies** | Marketing | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Sprint** | Student Hot Spots | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **ADT Commercial** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **FMT Consultants, LLC** | Technology Services | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Sacramento Advocates, Inc.** | Advocacy | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Docusign Inc** | E-Signature Platform | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **T-Mobile/Sprint Solutions** | Student Hotspot | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Cengage Learning, Inc.** | Textbooks | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Clear Channel Outdoor** | Marketing | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Vernier Software & Technology LLC** | Science Technology | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Wilkinson, Hadley King & Co, LLP** | Audit Services | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Cox Business** | Internet | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Oracle America, Inc.** | NetSuite | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **ZSPACE** | Zspace Learning | Audeo II, Audeo III, GSS, SSS, Audeo Valley |

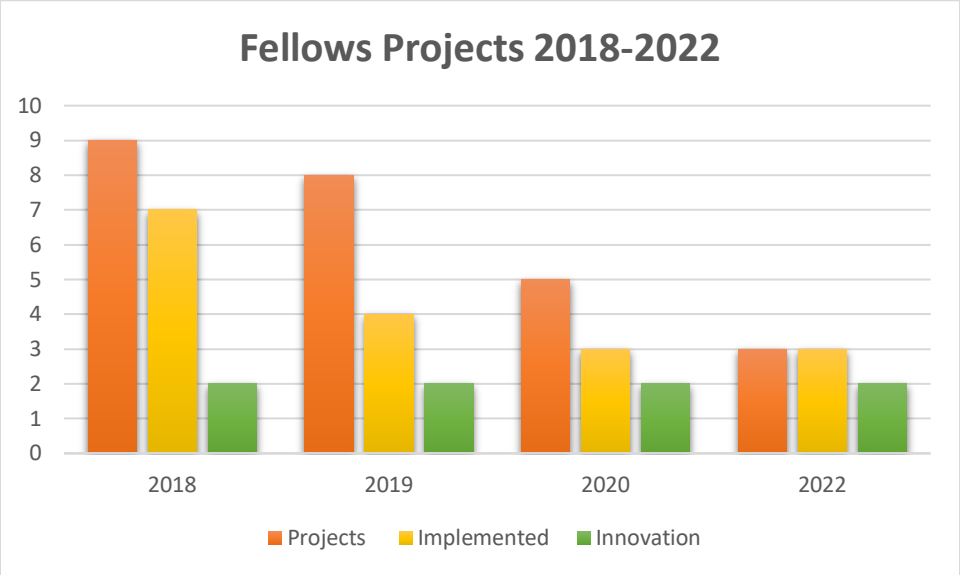
| | | |
|---|---|---|
| **Local Media of San Diego, LLC** | Marketing | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Amazon Capital Services** | Miscellaneous | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Infinity** | E-Rate Consultant | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **BKM** | Furniture and Fixtures | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Delawie** | Interior Design and Architecture | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **MPA** | Architecture Support | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Syracruse RTC** | Special Ed – Level 3 NPS | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Bazi Investment** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **MC Stoneridge, LLC** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Nickie Investments, Inc.** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Plaza Bonita, LP** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **Pref Heritage, LLC** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **San Diego City Schools Risk Management JPA** | Insurance | Audeo II, Audeo III, GSS, SSS, Audeo Valley |
| **La Mesa Village Station Trust** | Lease | Audeo II, Audeo III, GSS, SSS, Audeo Valley |

# Fellows Program Update June 2022

Since the inception of the Fellows program in 2017-18 there have been 27 participants and 11 Leadership Team members have served as mentors. 73% of the participants have increased in their level of leadership.

- 15 participants (55%) have transition to Leadership positions
- 5 teaching staff participants (18%) currently chair Faculty Committees

The Fellows program has completed 25 projects. Two of the projects were two-person collaborative projects and 1 project the Altus Teacher Credentialing Program has been part of two Fellows cycles.




The Fellows projects have produced 18 processes that have been deployed and integrated into the organization, this is a 72% success rate.

| TOTAL Fellows Projects | | |
|---|---|---|
| | **Projects** | **Percentage** |
| Deployed | 18 | 72% |
| Not Deployed | 7 | 28% |
| Totals | 25 | 100% |
| | | |
| **PDI3** | **Deployed** | **Percentage** |
| Introduce | 4 | 22.2% |
| Improvement | 6 | 33.3% |
| Innovation | 8 | 44.5% |
| **Totals** | 18 | 100% |

Using **Process Design Introduction, Improvement & Innovation System (PDI3S)** criteria the Fellows program has provided innovative solutions with 8 of the projects, 44.5% of the projects.

Innovative Projects:

- Altus Connect- provides wireless connectivity and laptops
- The WAVE intranet for employees
- Altus Teacher Credentialing Program
- PPEP Live- real time student data
- Altus Schools Website Landing Page
- Best Practices Portal-intranet site to share best practices
- Altus Alumni Community
- Digital Records System

Two projects are in-progress and align California State timelines: Altus Teacher Credentialing (CTC) program and Career & College Indicator.

Three projects not deployed but introduced concepts that were revise/refined and later adopted as current Altus process: Online Enrollment, Reorganization of SSC clerks, and Dual Enrollment at Community College.

Audeo II Charter School

# Participation Report: All Students
## Month 9: 02/07/2022 - 03/04/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **320** | **208** | **57.4%** | **60.4%** | **89.9%** | **90.7%** |
| **Totals February/March 2021** | **320** | **298** | **82.2%** | **81.5%** | **90.3%** | **88.8%** |
| **Difference** | **0** | **-90** | **-24.8%** | **-21.1%** | **-0.4%** | **1.9%** |

**Total Served does not include NPS/SWD Follow-Up students*

| All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Reg** | **RC** | **IRC** | **Teacher** | **Capacity** | **Total Served*** | **POC** | **Cumulative POC** | **POE** | **Cumulative POE** |
| **SD** | NC | NC1 | | 40 | 34 | 78.9% | 65.9% | 94.0% | 92.8% |
| **SD** | NC | NC2 | | 40 | 11 | 24.2% | 36.2% | 87.9% | 91.7% |
| **SD** | NC | NC3 | | 40 | 19 | 44.3% | 46.8% | 94.7% | 93.1% |
| **SD** | NC | NC4 | | 40 | 34 | 68.1% | 66.6% | 84.6% | 86.1% |
| **SD** | NC | NC5 | | 40 | 39 | 82.1% | 76.9% | 85.7% | 85.6% |
| **SD** | SC | SC1 | | 40 | 22 | 52.8% | 55.7% | 96.0% | 95.4% |
| **SD** | SC | SC2 | | 40 | 27 | 63.5% | 63.5% | 94.0% | 92.7% |
| **SD** | SC | SC3 | | 40 | 22 | 45.6% | 39.4% | 84.8% | 85.8% |

Audeo II Charter School

# Participation Report: All Students
## Month 10: 03/07/2022 - 04/01/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **320** | **209** | **58.0%** | **60.2%** | **90.9%** | **90.7%** |
| **Totals March/April 2021** | **320** | **297** | **80.5%** | **81.4%** | **88.2%** | **88.7%** |
| **Difference** | **0** | **-88** | **-22.5%** | **-21.2%** | **2.7%** | **2.0%** |

**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 | 82.8% | 67.4% | 91.2% | 92.6% |
| **SD** | NC | NC2 | | 40 | 11 | 24.3% | 35.0% | 88.5% | 91.5% |
| **SD** | NC | NC3 | | 40 | 20 | 45.2% | 46.6% | 91.6% | 93.0% |
| **SD** | NC | NC4 | | 40 | 34 | 71.5% | 67.1% | 86.5% | 86.1% |
| **SD** | NC | NC5 | | 40 | 36 | 82.3% | 77.3% | 93.0% | 86.2% |
| **SD** | SC | SC1 | | 40 | 24 | 54.2% | 55.6% | 95.6% | 95.4% |
| **SD** | SC | SC2 | | 40 | 25 | 58.8% | 63.1% | 94.1% | 92.8% |
| **SD** | SC | SC3 | | 40 | 21 | 45.0% | 40.1% | 85.7% | 85.8% |

Audeo II Charter School

# Participation Report: All Students
## Month 11: 04/04/2022 - 04/29/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **320** | **206** | **57.5%** | **59.9%** | **93.7%** | **91.0%** |
| **Totals April/May 2021** | **320** | **291** | **78.5%** | **81.0%** | **87.9%** | **88.6%** |
| **Difference** | **0** | **-85** | **-21.0%** | **-21.1%** | **5.8%** | **2.4%** |

**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** | NC | NC1 | | 40 | 37 | 80.5% | 68.8% | 90.4% | 92.3% |
| **SD** | NC | NC3 | | 40 | 26 | 61.5% | 48.2% | 96.7% | 93.5% |
| **SD** | NC | NC4 | | 40 | 37 | 80.4% | 68.5% | 92.0% | 86.8% |
| **SD** | NC | NC5 | | 40 | 34 | 77.0% | 77.3% | 93.1% | 86.9% |
| **SD** | SC | SC1 | | 40 | 26 | 61.1% | 56.2% | 99.0% | 95.8% |
| **SD** | SC | SC2 | | 40 | 21 | 46.8% | 61.3% | 98.7% | 93.3% |
| **SD** | SC | SC3 | | 40 | 23 | 49.1% | 41.3% | 88.3% | 86.1% |
| **SD** | VT | VT2 | | 40 | 2 | 3.8% | 31.3% | 100.0% | 91.6% |

Audeo 3 Charter School

# Participation Report: All Students
## Month 9: 02/07/2022 - 03/04/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **160** | **117** | **65.5%** | **68.4%** | **92.0%** | **89.8%** |
| **Totals February/March 2021** | **160** | **131** | **71.5%** | **62.8%** | **89.2%** | **86.5%** |
| **Difference** | **0** | **-14** | **-6.0%** | **5.6%** | **2.8%** | **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 | 37 | 74.0% | 72.4% | 84.2% | 87.2% |
| **SD** | ES | ES2 | | 40 | 22 | 51.5% | 60.2% | 93.7% | 90.5% |
| **SD** | ES | ES3 | | 40 | 29 | 69.7% | 60.9% | 98.0% | 92.6% |
| **SD** | ES | ES4 | | 40 | 29 | 66.7% | 56.4% | 94.3% | 90.7% |

Audeo 3 Charter School

# Participation Report: All Students
## Month 10: 03/07/2022 - 04/01/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **160** | **120** | **66.7%** | **68.2%** | **91.8%** | **90.0%** |
| **Totals March/April 2021** | **160** | **138** | **72.8%** | **63.7%** | **86.5%** | **86.5%** |
| **Difference** | **0** | **-18** | **-6.1%** | **4.5%** | **5.4%** | **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** | ES | ES1 | | 40 | 36 | 75.0% | 72.6% | 86.2% | 87.1% |
| **SD** | ES | ES2 | | 40 | 25 | 56.8% | 59.9% | 95.3% | 90.8% |
| **SD** | ES | ES3 | | 40 | 31 | 74.0% | 62.2% | 98.0% | 93.2% |
| **SD** | ES | ES4 | | 40 | 28 | 60.8% | 56.9% | 89.2% | 90.6% |

Audeo 3 Charter School

# Participation Report: All Students
## Month 11: 04/04/2022 - 04/29/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **160** | **119** | **66.0%** | **68.0%** | **90.0%** | **90.0%** |
| **Totals April/May 2021** | **160** | **136** | **73.6%** | **64.7%** | **87.5%** | **86.6%** |
| **Difference** | **0** | **-17** | **-7.6%** | **3.3%** | **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 | 33 | 69.6% | 72.3% | 84.8% | 86.9% |
| **SD** | ES | ES2 | | 40 | 27 | 61.3% | 60.0% | 92.8% | 91.0% |
| **SD** | ES | ES3 | | 40 | 32 | 73.4% | 63.5% | 93.3% | 93.2% |
| **SD** | ES | ES4 | | 40 | 27 | 59.8% | 57.3% | 89.7% | 90.4% |

Audeo Valley Charter School

# Participation Report: All Students
## Month 9: 02/07/2022 - 03/04/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **260** | **265** | **93.3%** | **102.7%** | **94.6%** | **93.7%** |
| **Totals February/March 2021** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Variance:** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |

**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 | 41 | 96.0% | 94.7% | 94.8% | 96.1% |
| **RV** | MR | MR2 | | 40 | 39 | 91.1% | 84.8% | 94.1% | 87.1% |
| **RV** | MR | MR3 | | 40 | 40 | 95.3% | 91.6% | 95.9% | 96.4% |
| **RV** | MR | MR4 | | 40 | 40 | 94.4% | 92.4% | 96.9% | 95.9% |
| **RV** | MR | MR5 | | 40 | 40 | 91.5% | 88.8% | 93.6% | 93.1% |
| **RV** | MR | MR6 | | 40 | 38 | 85.8% | 89.8% | 90.4% | 90.2% |
| **RV** | MR | MR7 | | 20 | 27 | 105.0% | 73.7% | 97.9% | 98.3% |

Audeo Valley Charter School

# Participation Report: All Students
## Month 10: 03/07/2022 - 04/01/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **280** | **273** | **88.7%** | **101.1%** | **92.8%** | **93.6%** |
| **Totals March/April 2021** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Variance:** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |

**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 | 41 | 97.2% | 94.9% | 94.8% | 96.0% |
| **RV** | MR | MR2 | | 40 | 40 | 91.0% | 85.5% | 91.0% | 87.6% |
| **RV** | MR | MR3 | | 40 | 41 | 93.8% | 91.8% | 94.0% | 96.2% |
| **RV** | MR | MR4 | | 40 | 40 | 95.2% | 92.7% | 96.3% | 96.0% |
| **RV** | MR | MR5 | | 40 | 40 | 93.5% | 89.2% | 93.5% | 93.1% |
| **RV** | MR | MR6 | | 40 | 39 | 85.2% | 89.0% | 89.0% | 90.0% |
| **RV** | MR | MR7 | | 40 | 32 | 65.2% | 71.6% | 89.7% | 96.7% |

Audeo Valley Charter School

# Participation Report: All Students
## Month 11: 04/04/2022 - 04/29/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **280** | **281** | **90.8%** | **100.1%** | **92.6%** | **93.4%** |
| **Totals April/May 2021** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |
| **Variance:** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** | **N/A** |

**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 | 41 | 94.0% | 94.8% | 96.2% | 96.0% |
| **RV** | MR | MR2 | | 40 | 40 | 87.4% | 85.8% | 88.5% | 87.7% |
| **RV** | MR | MR3 | | 40 | 40 | 94.4% | 92.1% | 99.2% | 96.5% |
| **RV** | MR | MR4 | | 40 | 40 | 93.3% | 92.7% | 94.2% | 95.8% |
| **RV** | MR | MR5 | | 40 | 40 | 89.3% | 89.2% | 89.7% | 92.7% |
| **RV** | MR | MR6 | | 40 | 40 | 86.3% | 88.5% | 86.6% | 89.4% |
| **RV** | MR | MR7 | | 40 | 40 | 90.8% | 76.3% | 94.3% | 96.1% |

GROSSMONT Secondary School

# Participation Report: All Students
## Month 9: 02/07/2022 - 03/04/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **360** | **337** | **80.9%** | **74.1%** | **89.4%** | **89.5%** |
| **Totals February/March 2021** | **400** | **369** | **77.5%** | **74.3%** | **86.4%** | **86.8%** |
| **Difference** | **-40** | **-32** | **3.4%** | **-0.3%** | **3.0%** | **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** | EC | EC1 | | 40 | 40 | 84.3% | 81.6% | 85.4% | 88.8% |
| **SD** | EC | EC2 | | 40 | 40 | 83.6% | 77.1% | 84.1% | 86.4% |
| **SD** | EC | EC3 | | 40 | 39 | 81.9% | 77.2% | 84.0% | 85.0% |
| **SD** | EC | EC4 | | 40 | 42 | 84.9% | 80.0% | 88.6% | 89.4% |
| **SD** | LM | LM1 | | 40 | 39 | 88.5% | 72.0% | 93.5% | 92.3% |
| **SD** | LM | LM2 | | 40 | 40 | 89.9% | 73.3% | 91.5% | 90.3% |
| **SD** | PV | PV1 | | 40 | 32 | 70.7% | 72.2% | 90.4% | 90.1% |
| **SD** | PV | PV2 | | 40 | 31 | 69.6% | 66.3% | 93.1% | 92.4% |
| **SD** | PV | PV4 | | 40 | 34 | 74.6% | 69.8% | 96.8% | 93.8% |

GROSSMONT Secondary School

# Participation Report: All Students
## Month 10: 03/07/2022 - 04/01/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **360** | **345** | **84.7%** | **75.0%** | **89.7%** | **89.5%** |
| **Totals March/April 2021** | **400** | **366** | **79.3%** | **74.8%** | **87.4%** | **86.9%** |
| **Difference** | **-40** | **-21** | **5.4%** | **0.2%** | **2.3%** | **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** | EC | EC1 | | 40 | 40 | 91.8% | 82.5% | 91.8% | 89.1% |
| **SD** | EC | EC2 | | 40 | 42 | 87.7% | 78.0% | 84.6% | 86.2% |
| **SD** | EC | EC3 | | 40 | 41 | 83.8% | 77.8% | 84.4% | 84.9% |
| **SD** | EC | EC4 | | 40 | 41 | 84.3% | 80.3% | 85.3% | 89.0% |
| **SD** | LM | LM1 | | 40 | 40 | 89.0% | 73.5% | 89.0% | 92.0% |
| **SD** | LM | LM2 | | 40 | 40 | 91.3% | 74.9% | 92.7% | 90.6% |
| **SD** | PV | PV1 | | 40 | 34 | 74.2% | 72.4% | 90.3% | 90.1% |
| **SD** | PV | PV2 | | 40 | 30 | 70.0% | 66.6% | 93.3% | 92.5% |
| **SD** | PV | PV4 | | 40 | 37 | 90.0% | 71.6% | 97.6% | 94.2% |

GROSSMONT Secondary School

# Participation Report: All Students
## Month 11: 04/04/2022 - 04/29/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **320** | **329** | **88.0%** | **76.1%** | **88.2%** | **89.4%** |
| **Totals April/May 2021** | **400** | **358** | **77.1%** | **75.0%** | **87.2%** | **86.9%** |
| **Difference** | **-80** | **-29** | **10.9%** | **1.1%** | **1.0%** | **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** | EC | EC1 | | 40 | 41 | 85.4% | 82.8% | 85.6% | 88.7% |
| **SD** | EC | EC2 | | 40 | 41 | 85.5% | 78.8% | 87.1% | 86.3% |
| **SD** | EC | EC3 | | 40 | 41 | 86.3% | 78.7% | 85.4% | 85.0% |
| **SD** | EC | EC4 | | 40 | 41 | 84.1% | 80.7% | 86.0% | 88.6% |
| **SD** | LM | LM1 | | 40 | 40 | 89.9% | 75.2% | 93.0% | 92.1% |
| **SD** | LM | LM2 | | 40 | 39 | 81.8% | 75.7% | 87.9% | 90.3% |
| **SD** | PV | PV1 | | 40 | 44 | 97.4% | 75.0% | 88.9% | 89.9% |
| **SD** | PV | PV4 | | 40 | 42 | 94.0% | 74.0% | 91.3% | 93.8% |

Sweetwater SECONDARY SCHOOL

# Participation Report: All Students
## Month 9: 02/07/2022 - 03/04/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **400** | **379** | **84.7%** | **80.3%** | **91.3%** | **90.7%** |
| **Totals February/March 2021** | **380** | **363** | **84.5%** | **86.5%** | **89.2%** | **87.2%** |
| **Difference** | **20** | **16** | **0.2%** | **-6.1%** | **2.1%** | **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** | CV | CV1 | | 40 | 37 | 80.3% | 69.0% | 89.3% | 90.9% |
| **SD** | CV | CV2 | | 40 | 32 | 68.6% | 65.6% | 91.5% | 93.4% |
| **SD** | CV | CV3 | | 40 | 37 | 84.7% | 77.6% | 93.6% | 88.9% |
| **SD** | OR | OR1 | | 40 | 39 | 90.6% | 85.7% | 95.3% | 90.5% |
| **SD** | OR | OR2 | | 40 | 40 | 84.7% | 79.5% | 85.2% | 86.5% |
| **SD** | PLB | PLB1 | | 40 | 41 | 92.6% | 86.2% | 93.7% | 95.1% |
| **SD** | PLB | PLB2 | | 40 | 40 | 87.5% | 81.3% | 87.5% | 90.4% |
| **SD** | PLB | PLB3 | | 40 | 39 | 91.4% | 88.1% | 95.5% | 95.0% |
| **SD** | PLB | PLB4 | | 40 | 39 | 85.3% | 79.8% | 87.5% | 86.7% |
| **SD** | PLB | PLB5 | | 40 | 35 | 81.7% | 66.1% | 94.2% | 89.6% |

Sweetwater SECONDARY SCHOOL

# Participation Report: All Students
## Month 10: 03/07/2022 - 04/01/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **400** | **395** | **88.3%** | **81.1%** | **91.3%** | **90.8%** |
| **Totals March/April 2021** | **380** | **365** | **86.1%** | **86.4%** | **90.2%** | **87.5%** |
| **Difference** | **20** | **30** | **2.2%** | **-5.4%** | **1.1%** | **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** | CV | CV1 | | 40 | 40 | 88.7% | 70.7% | 90.8% | 90.9% |
| **SD** | CV | CV2 | | 40 | 39 | 88.0% | 67.6% | 94.6% | 93.6% |
| **SD** | CV | CV3 | | 40 | 40 | 89.2% | 78.6% | 91.6% | 89.2% |
| **SD** | OR | OR1 | | 40 | 39 | 93.2% | 86.4% | 95.9% | 91.0% |
| **SD** | OR | OR2 | | 40 | 39 | 81.5% | 79.7% | 85.2% | 86.4% |
| **SD** | PLB | PLB1 | | 40 | 41 | 98.3% | 87.3% | 95.9% | 95.1% |
| **SD** | PLB | PLB2 | | 40 | 40 | 89.2% | 82.0% | 89.2% | 90.3% |
| **SD** | PLB | PLB3 | | 40 | 39 | 84.2% | 87.6% | 87.8% | 94.0% |
| **SD** | PLB | PLB4 | | 40 | 40 | 84.7% | 80.3% | 87.1% | 86.8% |
| **SD** | PLB | PLB5 | | 40 | 38 | 86.3% | 67.9% | 95.2% | 90.2% |

Sweetwater SECONDARY SCHOOL

# Participation Report: All Students
## Month 11: 04/04/2022 - 04/29/2022

POC: Participation on Capacity  POE: Participation on Enrollment

| | Capacity | Total Served* | POC | Cumulative POC | POE | Cumulative POE |
|---|---|---|---|---|---|---|
| **Schoolwide Totals:** | **440** | **429** | **85.4%** | **88.9%** | **91.4%** | **90.8%** |
| **Totals April/May 2021** | **380** | **373** | **85.5%** | **86.3%** | **89.0%** | **87.6%** |
| **Difference** | **60** | **56** | **-0.1%** | **2.6%** | **2.4%** | **3.2%** |

**Total Served does not include NPS/SWD Follow-Up students*

| All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Reg** | **RC** | **IRC** | **Teacher** | **Capacity** | **Total Served*** | **POC** | **Cumulative POC** | **POE** | **Cumulative POE** |
| **SD** | BT | BT1 | | 40 | 26 | 47.4% | 47.4% | 93.8% | 93.8% |
| **SD** | CV | CV1 | | 40 | 41 | 88.6% | 72.6% | 90.4% | 90.9% |
| **SD** | CV | CV2 | | 40 | 42 | 98.0% | 70.8% | 95.8% | 93.9% |
| **SD** | CV | CV3 | | 40 | 40 | 95.5% | 80.4% | 96.2% | 90.0% |
| **SD** | OR | OR1 | | 40 | 39 | 89.0% | 86.7% | 91.4% | 91.0% |
| **SD** | OR | OR2 | | 40 | 41 | 85.4% | 80.3% | 85.6% | 86.3% |
| **SD** | PLB | PLB1 | | 40 | 40 | 89.3% | 87.5% | 90.6% | 94.6% |
| **SD** | PLB | PLB2 | | 40 | 41 | 86.5% | 82.5% | 89.6% | 90.2% |
| **SD** | PLB | PLB3 | | 40 | 41 | 83.6% | 87.0% | 88.7% | 93.2% |
| **SD** | PLB | PLB4 | | 40 | 40 | 86.3% | 80.9% | 86.3% | 86.7% |
| **SD** | PLB | PLB5 | | 40 | 38 | 90.3% | 70.2% | 98.1% | 91.2% |

# AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

*DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL*
*GROSSMONT SECONDARY SCHOOL▪ SWEETWATER SECONDARY SCHOOL*

*Gregg Haggart – Chairman*
*Laura Barreiro - Member, Wayland Myers – Member*

## SPECIAL BOARD OF DIRECTORS MEETING MINUTES
## Thursday, June 2, 2022, 11:00 a.m.
## Via Video Conference 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 Bonita Office 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/
GSS: https://grossmontsecondarycharter.com/board-and-governance/
SSS: https://sweetwatersecondarycharter.com/board-and-governance/

---

**1.0 OPEN SESSION**

**1.1 Call to Order**
Haggart called the meeting to order at 11:03 a.m.

**1.2 Roll Call**
Members present at the meeting were Laura Barreiro, Gregg Haggart and Wayland Myers.

Also in attendance: Lynne Alipio, Mary Bixby, Angela Neri, Tim Tuter and Kimberly Rodriquez from Young, Minney, Corr LLC.

**1.3 Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)**
*The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4,2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*
It was moved by Barreiro and seconded by Myers to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

**1.4 Establishment of Quorum**
The following directors, constituting a quorum of the Board were present at the meeting:
Laura Barreiro, Gregg Haggart and Wayland Myers.

**1.5 Pledge of Allegiance**
Haggart led all in the Pledge of Allegiance.

**1.6 Approval of Agenda**
It was moved by Barreiro and seconded by Myers to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

## 2.0 PUBLIC COMMENT

**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 ADMINISTRATIVE ITEMS

3.1 Approval of the Restated Articles of Incorporation
It was moved by Barreiro and seconded by Myers to Approve the Restated Articles of Incorporation.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.2 Approval of Amendment to the Bylaws
It was moved by Barreiro and seconded by Myers to Approve the Amendment to the Bylaws.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.3 Approval of the Agreement between Mirus Education and Audeo Charter School
It was moved by Barreiro and seconded by Myers to Approve the Agreement between Mirus Education and Audeo Charter School.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.4 Approval of Rescheduling June 22, 2022, Board Meeting to June 24, 2022, 1:00 pm
It was moved by Barreiro and seconded by Myers to Approve the Rescheduling June 22, 2022, Board Meeting to June 24, 2022, 1:00 pm
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

3.5 Approval of Board Meeting Minutes for March 18, 2022
It was moved by Barreiro and seconded by Myers to Approve the Board Meeting Minutes for March 18, 2022. Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

## 4.0 BOARD COMMENTS AND ANNOUNCEMENTS

Bixby informed the Board that Graduation will take place on June 15, 2022, at the Liberty Station North Promenade.
Bixby noted that we will have two presentations at the Annual Board Meeting on June 24, 2022.

## 5.0 ADJOURNMENT

It was moved by Barreiro and seconded by Myers to adjourn the meeting at 11:25 a.m.
Ayes – 3, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

**Policy 1220**
**~~1220~~ President and Chief Executive Officer ("CEO") ~~ial~~ Authorization of ~~District~~Local, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Actions**

Approved: September 2, 2008, Amended: September 24, 2015**; Amended June 24, 2022**

*Pursuant to Section 4.1 of the By-Laws, the Board may delegate the management of the corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.*

The Audeo Charter School ("Audeo") nonprofit public benefit corporation Board of Directors hereby authorizes the President and CEO to act on ~~their~~ its behalf and to be the general manager of Audeo. The President and CEO is authorized to take any actions necessary to effectuate Audeo's charitable purpose, unless otherwise limited by Audeo's policies or law. This includes supervising, directing, and controlling Audeo's activities and affairs and officers.~~in regard to the review and approval of the following documents and transactions: financial interim reports, budget reports, consolidated applications, unaudited actuals, audits, and other financial reports; real estate lease or purchase agreements as provided for in the Board approved budget. The President is hereby authorized to submit said documents to the appropriate district, state, or federal agencies, or to execute such agreements, as required.~~

## Human Resources Actions

The President and CEO is authorized to perform all human resource functions related to personnel on the Board's behalf, including but not limited to, the recruitment, hiring, salary placement, benefit offerings, supervision, evaluation, and termination of personnel. All such human resources actions of the President and CEO will be consistent with applicable law, and Board policy. As applicable, the President and CEO will update the Board as to personnel actions at each regularly-scheduled meeting of the Board.

## Fiscal Affairs

The President and CEO is authorized to manage and supervise Audeo's fiscal affairs on the Board's behalf. The President and CEO is authorized to review and/or approve the following: financial interim reports, budget reports, consolidated applications, unaudited actuals, audits, and other financial reports. The President and CEO is hereby authorized to submit these documents or agreements to the appropriate district, state, or federal agencies, or to execute such agreements, as required.

**The President and CEO ~~shall~~ will either:**

1) Present copies of these documents or agreements to the Board for ratification at the next regularly-~~-~~scheduled Board meeting; ~~of the Board of Directors OR~~

2) Schedule a special Board meeting ~~of the Board of the Directors~~ to review and/or approve the aforementioned prior to submission of the documents to the respective agencies.~~, or the finalization of a real estate transaction.~~

## Contract Approval

The President and CEO is authorized to enter into contracts on Audeo's behalf.

For renewal of real estate leases, the President and CEO is authorized to approve the renewal and then have the renewal ratified during the next regularly-scheduled Board meeting.

Before finalizing a new real estate transaction (to purchase and/or lease), Board approval is required. Before entering into consulting contracts for support of organizations out of the Altus Schools, Board approval is required.

~~The Audeo Charter School's Board of Directors further authorizes the President to act on their behalf in regard to performing human resources functions related to personnel, including but not limited to, the recruitment, hiring, salary placement, benefit offerings, and termination of personnel. All such human resources actions of the President shall be consistent with applicable law, and Board policy.~~

~~**The President shall**~~

~~1) Conduct all human resources functions consistent with applicable law, and the Board's direction; and~~

~~2) Update the Board as to personnel actions at each regularly scheduled meeting of the Board of Directors.~~

# Code of Ethics

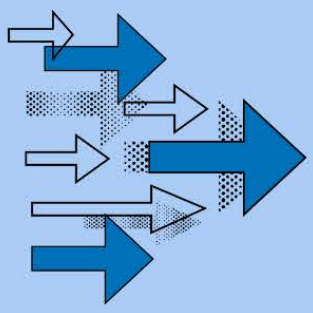
This Code of Ethics was adopted by the Audeo Charter School corporation ("Audeo") Board of Directors in 2022. It dictates that all Audeo employees' interactions with students and families conform to an ethical code which sets high standards that is practical and reasonably applied to all. Audeo professionals are public educators who provide equal opportunities through exemplary professional conduct. To these ends, each Audeo employee agrees to the following:

## Integrity

Audeo Schools are committed to addressing the needs of students and their families in a manner which demonstrates the highest integrity and authenticity.

They actively seek to involve the public and to keep them honestly informed.

Audeo Charter School Corporation



1. Make the well-being of students, to include their learning, health, and safety, the primary focus of all professional decisions and actions
2. Fulfill all assigned professional responsibilities with honesty, integrity, and in an ethical manner
3. Support the principle of due process and equal treatment under the law
4. Obey local, state, and federal laws and comply with local school policies and regulations that are not in conflict with this code of ethics
5. Do not reveal confidential or otherwise sensitive information concerning students unless it is within the parameters required by law
6. Avoid using position(s) for personal gain through political, social, religious, economic, or other influence
7. Pursue professional development and educational advancement from accredited institutions, which are aimed at better serving the needs of students
8. Maintain standards and seek to improve professional effectiveness through research and meaningful professional development
9. To avoid causing disruption to the educational program for students, honor all employment agreements until fulfillment or release

**Signature:** _____

**Date:** _____

# AUDEO CHARTER SCHOOL

# TRAVEL & EXPENSE REIMBURSEMENT POLICY

Audeo Charter School ("Audeo") a nonprofit benefit public corporation, will reimburse senior leaders, staff, and other authorized individuals for actual travel and associated expenses incurred in the furtherance of Audeo business relating to attendance at required and approved business meetings, training, seminars, conferences, and travel associated with research consistent with the Audeo Research policy.

Audeo senior leaders, staff, and other authorized individuals traveling on Audeo official business shall observe normally accepted standards of propriety in the type and manner of expenses they incur on behalf of Audeo. It is the traveler's responsibility to report his/her/their actual travel and other expenses in a responsible, timely, and ethical manner, in accordance with the regulations set forth in this policy and according to procedures established by Audeo management.

**Categories of Reimbursable Expenses**

Reimbursable expenditures include:

1) Airfare
2) Ground Transportation
3) Lodging
4) Meals
5) Porterage
6) Telephone, Internet access, and fax charges
7) Other travel related expenses (approval required by Audeo Chief Executive Officer)

Non-reimbursable expenses include but are not limited to:

1) Alcoholic Beverages
2) Class of travel upgrades
3) Hotel mini-bar charges
4) Frequent flyer program fees
5) Airline traveler lounge fees
6) Entertainment (e.g., movies, theater, tours, sporting events, golf, and spa)
7) Dry cleaning
8) Baby-sitting
9) Traffic and parking fines
10) Limousine service
11) Travel expenses for family or unauthorized guests
12) Expenses reported more than 120 days after they were incurred

**Airfare**

Travelers are required to use the most cost-efficient carrier given their business itinerary. A more expensive direct flight is permitted if the additional travel time for a less expensive multi-leg flight is more than 90 minutes. Travelers that elect to drive to a location in lieu of taking air travel may reimburse their mileage expenses up to a maximum amount not to exceed the cost of the corresponding airfare.

**Ground Transportation**

Travelers should select the most cost-efficient means of ground transportation given their business itinerary.

Rental Cars – 1 or 2 travelers riding together should rent no larger than an intermediate-size car. A larger class is permitted if necessary due to the number of travelers riding together. Travelers driving a rental car are required to possess a valid driver's license.

Taxi/Shuttles/Uber/Lyft – Taxi, shuttle, Uber, and Lyft fares are reimbursable only with a receipt.

Parking – Travelers are required to use the most cost-efficient means of parking for personal and rental cars used on Audeo business. However, the safety of travelers should not be compromised and travelers should use their best judgment in making parking decisions.

Tolls – Tolls are reimbursable only with a receipt.

Mileage – Mileage for travelers using their personal cars on Audeo business shall be reimbursed at the maximum rate per mile that is allowable for income tax purposes based on the most recent Internal Revenue Service rules. Travelers are required to provide documentation of distance driven such as can be generated from an internet mapping service such as Google Maps or MapQuest.

**Lodging**

Overnight lodging is eligible for reimbursement, subject to advance approval, when the primary purpose is the furtherance of Audeo business. Eligibility for lodging will take into consideration the travel time to attend the business meeting or event, the start and end times of the business need, the personal safety of the traveler, and other related costs/savings to Audeo which may be affected by the overnight stay. Lodging reimbursement is eligible from the start through the end of the Audeo business event. Generally, for Audeo business events that require more than two hours travel outside of Audeo's regular business hours, lodging will be reimbursable from the night prior to an event through the night following the event.

Travelers should use their best judgment in selecting lodging given their business itinerary, cost of lodging, and consideration of their personal safety.

**Meals**

Travelers will be reimbursed for meals purchased during their travel if their travel itinerary is

greater than 4 hours. Guideline reimbursements for meals (including tip) are:

| | |
|---|---|
| Breakfast | $30 |
| Lunch | $45 |
| Dinner | $70 |
| Snacks | $20 |

All meals require a detailed receipt of items purchased. Alcohol is not reimbursable.

Meals for Audeo staff, committee members, and authorized individuals dining together related to an Audeo business meeting or Audeo -related travel may be paid by one individual and reimbursed. The receipt should list the individuals at the meal and business purpose.

**Housecleaning/Parking Valet Tips**

Reimbursement of housecleaning and parking valet tips do not require a receipt and are subject to a maximum of $10 per day.

**Approvals**

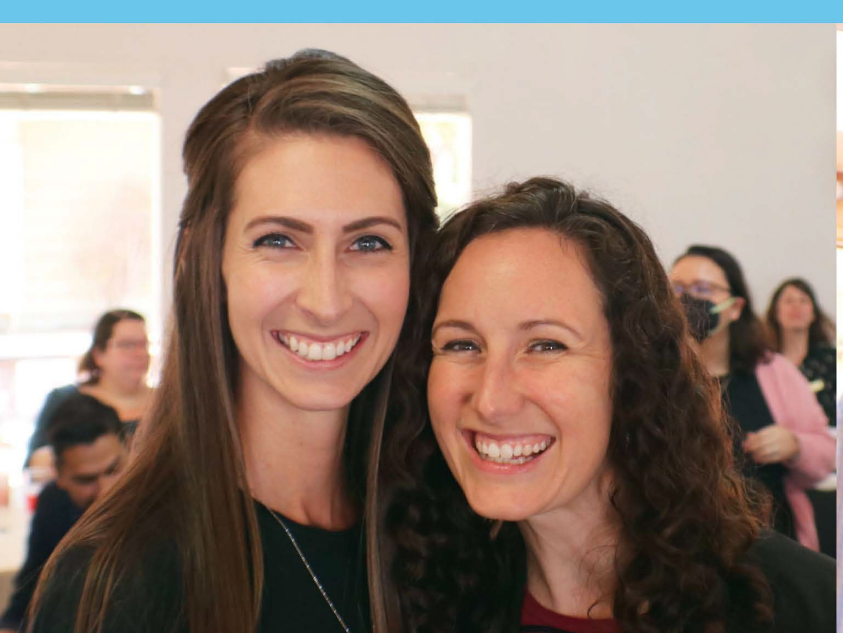
Travelers are required to receive written approval of planned or actual travel expenses. Travelers may receive approval from their Direct Supervisor, the Chief Business Officer, the Chief Development Officer, or the Chief Executive Officer.

Authorization for non-routine travel should be requested in advance and actual travel expenses should be approved after travel has been completed. Routine travel expenses may be approved for reimbursement after travel has been completed.

Audeo will reimburse travelers only for actual expenditures for which the primary purpose of the travel is on behalf of Audeo and in compliance with all other Audeo policies. No reimbursement will be made unless the traveler fully complies with the requirements of this policy, the expenses are timely submitted for reimbursement, a receipt is submitted for each expenditure, and the expenses have been reviewed and approved per this policy.

**Other Travel Related Expenses**

Business travel can often involve unforeseen complications. Audeo's CEO is authorized to approve reimbursement of travel expenses beyond those detailed in this policy if warranted by circumstances and documented by a memo from the traveler.






# Employee Manual

2022-2023

Audeo II Charter School · Grossmont Secondary School · Sweetwater Secondary School · Audeo 3 Charter School · Audeo Valley Charter School · Mirus Secondary School

# ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

PLEASE READ THE EMPLOYEE MANUAL AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Manual. I have read and understood the contents of the Manual, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Manual are guidelines for employees concerning some of Audeo Charter School corporation ~~Student Success Program's~~ ("~~SSP~~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 ~~SSP~~AUDEO. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by ~~SSP~~AUDEO.

I understand that other than the President/CEO of ~~SSP~~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 ~~Chair Person~~Chairperson.

Employee's Signature:_____ Date: _____

# Table of Contents

**Welcome** . .

**What You Can Expect from ~~Student Success Programs~~Audeo Charter School corporation What ~~Student Success Programs~~Audeo Charter School corporation Expects from You Employment Policies** **9**

Statutory Provisions Relating to Charter School Employment
Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation
At-Will Employment Relationship
Child Abuse and Neglect Reporting
Code of Ethics
Integrity Statement
Confidential Information
Credentials
Driver's License, Insurance Liability Minimums, & Driving Record
Drug Free Workplace
Equal Employment Opportunity
Introductory Period
Job Descriptions and Responsibilities
Criminal Background Checks
Tuberculosis Testing
Immigration Compliance
Professional Boundaries: Staff/Student Interaction
Tobacco Free Workplace

**Standards of Conduct . .19**

Unacceptable Activities
Process for Support and Remediation of Instructional Staff Performance Indicators
Disciplinary Actions
Off-Duty Conduct
Resignation
Return of School Property
Exit Interview
References
Reemployment~~instatement~~ of Former Employees
*Also see Code of Ethics, Integrity Statement*

**Personnel Administration. . 23**

Personnel File
Performance Feedback
Employee Reviews and Evaluations

**Employment Classifications** **25**

Certificated Employees
Classified Employees

Full-Time
Employees Part-
Time Employees
Monthly Salaried Employees
Hourly Employees
Temporary Employees
"Nonexempt" and "Exempt" Employees

**Wage & Salary Policies** 27
Overtime Pay
Pay Period and Hours
Pay Cycle and Paycheck Distribution
Salary Overpayment and Correction
Salary Placement for Teachers
Payroll Withholdings
Wage Attachments and
Garnishments Work Year
Workday, and
Workweek Expense
Reimbursement
Mileage
Reimbursement

**Work Schedule** 32
Meal and Rest Periods
Attendance
Absences
Record of Absence or Lateness
Excessive Absenteeism or Lateness
Timesheets/Records

**Workplace Policies** 34
Lactation
Accommodation Bulletin
Boards Communications
Communications with Press; Outside Agencies
Computer Software (Unauthorized Copying)
Dress Code/Personal Appearance
First Aid
First Aid and CPR Certification
Intellectual Property
Personal Phone Calls
Personal Use of School Property
Property & Equipment Care
Responsibility for School Property Safety/Fire/Earthquake
Drills
Safety Rules
General Security
Pandemic Response Procedures
Temporary Telework Policy to Address COVID-19 Remote
Working Conditions
Staff/Professional Development
Traffic Violations

Violations of Policies

**Benefits Information. _____.44**
Health and Welfare Benefits
Voluntary Insurance Benefits
Eligibility for Benefits
Holidays
Floating Holiday – for Monthly Classified Employees
Vacation
Maternity Leave for Birth Mothers
Professional/Personal Improvement Days
Sick Leave
Transfer of Sick Leave

**Leaves of Absence. _____.49**
Bereavement
Jury Duty
Family Care and Medical Leave
Pregnancy Disability Leave
Unpaid Leave of Absence
Industrial Injury Leave (Workers Compensation)
Military and Military Spousal Leave of Absence
Voting Time Off
School Appearance and Organ Donor Leave
Victims of Abuse Leave

**Internal Complaint Review Policy ._____.59**
We Need Your Ideas
Concerns
Employee Relations
Suggestions
Internal Complaints
Policy for Complaints Against Employees

**Harassment/Discrimination/Retaliation Complaint Form . _____.62**
**Internal Complaint Form . _____.64**

# Welcome!

The purpose of this manual is to inform you about ~~Student Success Programs~~Audeo Charter School corporation ("~~SSP~~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.

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 ~~SSP~~AUDEO. We strongly believe you will find ~~SSP~~AUDEO an amazing place to work that continues to stay focused on our core mission of ***TRANSFORMING LIVES!***

## Notices

~~SSP~~AUDEO, at its option, may change, delete, suspend, or discontinue any part or parts of the policies in this manual at any time without prior notice. Any such action shall apply to existing as well as future employees with continued employment being the consideration between the employer and employee. Employees may not accrue eligibility for monetary benefits that they have not earned through actual time spent at work. Employees shall not accrue eligibility for any benefits, rights, or privileges beyond the last day worked. No one other than the President/CEO, in writing, may alter or modify any of the policies in this manual. No statement or promise by a supervisor, manager, or department head may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only the subject provision. This manual replaces (supersedes) all other previous employee manuals for ~~SSP~~AUDEO.

**504 Coordinator:**
Kirsten Henderson,
khenderson@altusschools.net

**Title II, Title IX Coordinator:**
Tim Tuter, ttuter@altusschools.net

**Title V Coordinator:**
Lynne Alipio, lalipio@altusschools.net

**Civil Rights Coordinator:**
Lynne Alipio, lalipio@altusschools.net

# What You Can Expect From ~~Student Success Programs~~ 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 ~~SSP~~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 ~~SSP~~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 ~~SSP~~AUDEO will continue to be known as "a great place to work!"

# What ~~Student Success Programs~~ Audeo Charter School corporation Expects From You

Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with ~~SSP~~AUDEO leadership and your fellow workforce members and maintain a good team attitude. How you interact with fellow members and those within the communities we serve, can affect the success of your students and assignments. In turn, the performance of one resource center/department can impact the entire service offered by ~~SSP~~AUDEO. Consequently, whatever your position, you have an important assignment: **perform every task to the very best of your ability. The result will be better success for our students, ~~SSP~~AUDEO and your own personal satisfaction.**

You are encouraged to take advantage of opportunities for personal development that are offered to you. This manual offers insight on how you can positively perform to the best of your ability to meet and exceed expectations.

We believe in direct access to the leadership team, which includes members of ~~SSP~~AUDEO leadership and supervisors. We are dedicated to making ~~SSP~~AUDEO an organization where you can approach your supervisor, or any member of school leadership, to discuss any problem or question. We expect you to voice your opinions and offer your suggestions to improve the quality of the organization.

Remember, you help create the healthful, pleasant, and safe working conditions that ~~SSP~~AUDEO intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.

~~SSP~~AUDEO needs your help in making each working day enjoyable and rewarding so that we may transform the lives of our students, their families, and our community!

# Employment Policies

Whether you are a new hire or a former employee returning, you may feel a little lost in your new surroundings. This is a normal feeling. Your fellow employees, especially the AUDEO Leadership Team, want to help you get off to a great start. Feel free to ask them for help concerning anything you don't understand.

One of the first things you should do is carefully read this manual. It is designed to answer many of your questions about the practices and policies of ~~SSP~~AUDEO, what you can expect from ~~SSP~~AUDEO, and what ~~SSP~~AUDEO expects from you.

## Statutory Provisions Relating to Charter School Employment

~~SSP~~The Schools that the Audeo corporation operate and manage has been established and operate~~s~~ pursuant to the Charter Schools Act of 1992, Education Code § 46700 et seq., and by actions of the authorizing agencies, such as the State Board of Education ("SBE") which has approved the charter petitions for Grossmont Secondary School ("GSS"), and Sweetwater Secondary School ("SSS"); Escondido Union High School District ("EUHSD") which has approved the charter petition for Audeo Charter School III ("Audeo III"); Riverside County Office of Education ("RCOE") which has approved the charter petition for Audeo Valley Charter School ("AVCS"); San Diego County Office of Education ("SDCOE") which has approved the charter petition for Audeo Charter School II ("Audeo II"); and Hesperia Unified School District ("HUSD") which has approved the charter petition for Mirus Secondary School ("Mirus").

~~and by action of the Board of Education of the San Diego Unified School District ("SDUSD") which has approved the charter petition for The Charter School of San Diego ("CSSD"), and Audeo Charter School ("Audeo").~~

Pursuant to Education Code section 47604, ~~SSP~~AUDEO has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law (Part 2, commencing with section 5110 et seq. of the Corporations Code). As such, ~~SSP~~AUDEO is considered a separate legal entity from SBE, EUHSD, RCOE, SDCOE, and HUSD.

The authorizers ~~SDUSD and SDUSD~~ shall not be liable for any debts and obligations of ~~SSP~~AUDEO or its schools. Employees should recognize that they are being employed by ~~SSP~~AUDEO and not SBE, EUHSD, RCOE, SDCOE, and HUSD ~~SDUSD~~.

Pursuant to Education Code section 47610, ~~SSP~~AUDEO must comply with all of the provisions set forth in its charter petitions but is otherwise generally exempt from the laws governing school districts.

Pursuant to Education Code section 47605(c~~b~~)(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

~~SSP~~AUDEO is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ~~SSP~~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 pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social

expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/ registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

~~SSP~~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 ~~SSP~~AUDEO doe business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When ~~SSP~~AUDEO receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ~~SSP~~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***

~~SSP~~AUDEO is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

(1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
(2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention

training every two (2) years thereafter. ~~SSP~~AUDEO will also provide sexual harassment prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate ~~SSP~~AUDEO policy.

## At-Will Employment Relationship

While ~~SSP~~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 ~~SSP~~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, ~~SSP~~AUDEO may attempt to remedy and address issues of unsatisfactory performance with the employee.

No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the Executive Director or Board of Director's Chairperson.

## Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

~~SSP~~AUDEO will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Manual, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

## Code of Ethics

Workforce members should always conduct themselves in a manner that reflects high standards of professionalism. The ~~SSP~~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

~~SSP~~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 ~~SSP~~AUDEO. Commit yourself to the creation of a work and learning environment infused with integrity and respect.

## Confidential Information

Our students and parents entrust ~~SSP~~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, ~~SSP~~AUDEO earns the respect and further trust of our students and families.

Your employment with ~~SSP~~AUDEO assumes an obligation to maintain confidentiality, even after you leave our employ. Any violation of confidentiality seriously injures ~~SSP~~AUDEO's reputation and effectiveness. Therefore, please do not discuss school business with anyone who does not work for ~~us~~ ~~SSP~~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 ~~SSP~~AUDEO questions you, and you are concerned about the appropriateness of giving them certain information, remember that you are not required to answer and that we do not wish you to do so. Instead, as politely as possible, refer the request to your supervisor or one of the leadership team members.

No one is permitted to remove or make copies of any ~~SSP~~AUDEO or school records, reports, or documents without prior approval by the President/CEO or designee.

Because of its seriousness, disclosure of confidential information as described above could lead to discipline, up to and including immediate termination.

## Credentials

To meet the requirements of the State of California, teachers generally must possess a current teaching credential or credential appropriate to their position. ~~SSP~~AUDEO supports teachers in their effort to obtain and renew teaching credentials. ~~SSP~~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

~~SSP~~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 ~~SSP~~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

~~SSP~~AUDEO is an equal opportunity employer. It is the policy of ~~SSP~~AUDEO to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including 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 bout 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, ~~SSP~~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. ~~SSP~~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. ~~SSP~~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, ~~SSP~~AUDEO will make the accommodation.

## Introductory Period

For full-time employees only, your first sixty (60)

actual workdays-) of employment are considered an Introductory Period. This Introductory Period will be a time to get to know your fellow employees, your supervisor and the tasks involved in your position, as well as becoming familiar with ~~SSP~~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, ~~SSP~~AUDEO will evaluate your suitability for employment, and you can evaluate ~~SSP~~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 ~~SSP~~AUDEO.**

A former regular employee who has been rehired after a separation from ~~SSP~~AUDEO of more than one (1) year is considered an introductory employee during his or her first sixty (60) days following rehire; however, the President/CEO may reduce or waive the Introductory Period based on prior satisfactory work, length of separation, and school need.

## Job Descriptions and Responsibilities

We maintain a job description for each position in ~~SSP~~AUDEO. If you wish to see a copy of your job description which was provided to you upon hire with your employment agreement, please ask your supervisor or the Human Resources Department.

## Criminal Background Checks

As required by law, all individuals working or volunteering at ~~SSP~~AUDEO will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise ~~SSP~~AUDEO's commitment to the safety and the well- being of students takes precedence over all other considerations. Conditions that preclude working at ~~SSP~~AUDEO include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, ~~during his/her employment with SSP~~AUDEO, be arrested for, charged with or convicted of any offense during his/her employment with the School, the employee must immediately report ~~the charge or conviction~~as much to the Human Resources Administrator.~~Executive Director.~~

## Tuberculosis Testing

All employees of ~~SSP~~AUDEO must submit written proof from a physician or NP of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with ~~SSP~~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 ~~SSP~~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 ~~SSP~~AUDEO students.

## Immigration Compliance

~~SSP~~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, ~~SSP~~AUDEO will not check the employment authorization status of current employees or applicants who were not offered positions with ~~SSP~~AUDEO unless required to do so by law.

~~SSP~~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, ~~SSP~~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

~~SSP~~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 ~~SSP~~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 ~~SSP~~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 ~~SSP~~AUDEO.
(e) Making or participating in sexually inappropriate comments.
(f) ) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

***Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission***

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

***Cautionary Staff/Student Behaviors***

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

***Acceptable and Recommended Staff/Student Behaviors***

(a) Getting parents' written consent for any after- school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) ) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority
(s) Asking yourself if your actions are worth your job and career.

## Tobacco Free Workplace

~~SSP~~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.

~~SSP~~AUDEO recognizes the importance of providing educational programs and a school environment that discourages tobacco product use. ~~SSP~~AUDEO, therefore, endorses the tobacco-free plan that emphasizes tobacco use prevention education, staff in service, appropriate employee assistance.

# Standards of Conduct

~~SSP~~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 ~~SSP~~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 ~~SSP~~AUDEO, you have a responsibility to ~~SSP~~AUDEO, your coworkers, the students and their parents, to adhere to certain rules of behavior and conduct. The purpose of these rules is not to be restrictive, but rather to be certain that you understand what conduct is expected and necessary. When each person is aware that he or she can fully depend upon fellow workers to follow the rules of conduct, then ~~SSP~~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 ~~SSP~~AUDEO. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your manager for an explanation.

Though not an all-inclusive list, occurrences of any of the following violations, due to their seriousness, may result in immediate dismissal without prior notice:

- Willful violation of any school rule; any deliberate action that is extreme in nature and is obviously detrimental to the school, its students, staff, and community.
- Dishonesty, willful falsification or misrepresentation on student records and/or work, master agreements, alteration of school records or other school documents.
- Dishonesty, willful falsification or misrepresentation on your application for employment or other work records; lying about sick or personal leave; falsifying a reason for a leave of absence or other data requested by ~~SSP~~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 ~~SSP~~AUDEO; fighting, or horseplay or provoking a fight on school property, or negligent damage of property.
- Insubordination or refusing to obey instructions properly issued by your manager pertaining to your work; refusal to assist on a special assignment.
- Threatening, intimidating or coercing fellow employees or students on or off the premises at any time, for any purpose.
- Engaging in an act of sabotage; willfully or with gross negligence causing the destruction or damage of school property, or the property of fellow employees, students, suppliers, or visitors in any manner.

- Theft of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from one of the directors; unauthorized use of school equipment or property for personal reasons;
- Using school equipment for profit.
- Malicious gossip and/or spreading rumors unrelated to ~~SSP~~AUDEO operations; engaging in behavior designed to create discord and lack of harmony; interfering with another employee on the job; willfully restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on school property.
- Unprofessional conduct.
- Conducting a lottery or gambling on school premises.
- Failure to possess or maintain the credential/ certificate required of the position.
- Inability to perform the essential functions of the job either with or without reasonable accommodations.
- ~~Occurrences of any of the following activities, as well as violations of any rules or policies, may be subject to disciplinary action, including possible immediate dismissal. This list is not all-inclusive and, notwithstanding this list, all employees remain employed "at-will."~~
- 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 ~~SSP~~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. ~~SSP~~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 ~~SSP~~AUDEO.

Notice of Concern. The supervisor will send a

written notice of concern to an employee whose performance indicator(s) are below expectations.

Deployed Assistance. If there is no significant improvement within a specified period as determined by members of the Leadership Team, the team may deploy staff (which may include learning leads, mentor teachers, auditors, peer coaches, or designee) to assist the employee in remediating the indicator(s) that requires improvement.

Consultation/Criteria for Improvement. If there is no significant improvement within the specified period as determined by the Leadership Team, the supervisor consults with the employee. The employee will submit an action plan with timeline to the supervisor for review and approval by the Leadership Team.

Consultant/Criteria for Continued Employment. If there is no significant improvement within the specified timeline, the employee meets with the supervisor and/or designated school administrator to set criteria for continued employment.

Non-Renewal/Dismissal. If the criteria for continued employment are not met, the Executive Director may send a written notice of non-renewal of contract or dismissal to the employee.

This process focuses on support for the remediation of performance indicators that do not meet standards. In the event that the employee engages in activities that breach the Standards of Conduct, immediate dismissal without prior notice may result.

## Disciplinary Actions

Unacceptable behavior, which does not lead to immediate dismissal, may be dealt with in the following manner: Verbal Warning, Written Warning, Dismissal. Written warnings will include the reasons for the supervisor's dissatisfaction and any supporting evidence. You will have an opportunity to defend your actions and rebut the opinion of your supervisor at the time the warning is issued. Disciplinary actions may also include suspensions or other measures deemed appropriate to the circumstances. All pertinent facts will be carefully reviewed, and the employee will be given a full opportunity to explain his or her conduct before any decision is reached. The President/CEO or another member of the Leadership Team will give a second opinion concerning the unacceptable behavior before dismissal occurs.

Notwithstanding the above process, employment remains "at-will." Accordingly, either the employee or ~~SSP~~AUDEO may terminate the employment relationship at any time with or without advance notice, or with or without cause. Further, ~~SSP~~AUDEO shall retain the discretion to deviate from the applicable level of disciplinary action in its sole discretion.

## Off-Duty Conduct

While ~~SSP~~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 ~~SSP~~AUDEO's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect ~~SSP~~AUDEO or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects ~~SSP~~AUDEO's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by ~~SSP~~AUDEO, employees are expected to devote their energies to their jobs with ~~SSP~~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 ~~SSP~~AUDEO.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with ~~SSP~~AUDEO.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with ~~SSP~~AUDEO.
- Additional employment that requires the employee to conduct work or related activities on ~~SSP~~AUDEO's property during the

employer's working hours or using ~~SSP~~AUDEO's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of ~~SSP~~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 ~~SSP~~AUDEO explaining the details of the additional employment. If the additional employment is authorized, ~~SSP~~AUDEO assumes no responsibility for it. ~~SSP~~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 ~~SSP~~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 ~~SSP~~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, ~~SSP~~AUDEO would like to discuss your reasons for leaving and any other impressions that you may have about ~~SSP~~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 ~~SSP~~AUDEO provides to prospective employers about you.

## References

~~SSP~~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 ~~SSP~~AUDEO to release employment information.

As ~~SSP~~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~~instatement~~ 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 ~~SSP~~AUDEO are not eligible for reemployment. Reemployment is solely within the discretion of ~~SSP~~AUDEO.

# Personnel Administration

The Human Resources Administrator ~~Executive Director~~ is responsible for handling personnel records and related personnel administration functions at ~~SSP~~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 ~~SSP~~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 ~~SSP~~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 ~~SSP~~AUDEO ~~School~~ 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. ~~SSP~~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.

~~SSP~~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 ~~SSP~~AUDEO and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with their supervisor or designee, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor or designee within the first one hundred twentieth (120) work days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the supervisor will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. ~~SSP~~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, aAn 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 SSPAUDEO 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 SSPAUDEO. Employees in these positions are paid monthly based on their placement on SSPAUDEO'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, SSPAUDEO may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on a case-by-case basis.

Normally, a temporary position will not exceed six (6) months in duration, unless specifically extended by a written agreement. An extension of a temporary position will be evidenced by a written agreement executed by both the temporary employee and the Executive Director or designee.

If you are a temporary employee, you are not eligible for benefits described in this manual, except to the extent required by provision of applicable law. Those temporary employees classified as "nonexempt" (see the definition that follows) who work more than eight (8) hours in one day or more than forty (40) hours during any workweek are not eligible for overtime pay.

## "Nonexempt" and "Exempt" Employees

At the time you are hired, all employees are classified as either "exempt" or "nonexempt." By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty hours (40) per workweek. These employees are referred to as "nonexempt" in this manual. This

means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by applicable laws. If you are an exempt employee, you will be advised that you are in this classification at the time you are hired, transferred or promoted.

# Wage & Salary Policies

## Overtime Pay

From time to time, it may be necessary for you to perform overtime work (hours in excess of your regular, full-time assignment) in order to complete a job on time. **The appropriate Administrator must approve all overtime IN ADVANCE**. Failure to obtain approval in advance may result in disciplinary action. When it is necessary to work overtime, you are expected to cooperate as a condition of your employment.

If you are a "nonexempt" employee and you perform overtime work, you will be compensated one and one- half (1 1/2) times your regular hourly pay rate for time worked over eight (8) hours per day or forty (40) hours per week that you work. Employees are entitled to double time compensation for those hours worked in excess of twelve (12) hours in any one day or for any hours worked beyond the eighth (8th) hour on the seventh consecutive workday in a workweek. If, during that week, you were away from the job because of a job- related injury, paid holiday, jury duty, vacation taken in single-day increments, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime compensation.

## Pay Period and Hours

The payroll workweek begins on Sunday at 12:01 a.m. and ends on Saturday at 12:00 midnight. The monthly employees' pay period for the month begins at 12:01 on the first day of the month and ends on the last workday (as noted in ~~SSP~~AUDEO's official calendar) of the month. The hourly employees' have bi-monthly pay periods wherein period one is between the 1st and the 15th of the month and period two is between the 16th and last working day of the month.

## Pay Cycle/Paycheck Distribution

For 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.

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 ~~SSP~~AUDEO.

*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 ~~will~~ must work with Finance- Payroll to promptly repay the debt to ~~SSP~~AUDEO. Failure to do so may result in disciplinary action, up to and including dismissal from employment, and/or legal action against the employee to recover the debt owed and costs incurred in doing so.

*The Human Resources Department* ("HR") is responsible for maintaining accurate employee records. HR is responsible for the timely reporting when employee separates employment or takes leave of absence. HR will fully cooperate with and assist Finance-Payroll in the effort to recover funds in a timely manner.

*The Finance-Payroll Department* is responsible for timely and accurate salary payments to employees. When an overpayment is identified, Payroll will review records to determine the source of error and calculate net overpayment amount, accounting for taxes and withholdings. Finance-Payroll will manage the recovery process, including: correspondence, repayment arrangements, receipt of funds, etc.

*Notification and Repayment*
Finance-Payroll will notify active and terminated employees of the overpayment as soon as it is discovered and confirmed. This notification will be in writing through email and/or letter (may be certified mail). Notification will include: amount of overpayment, dates of overpayment, reasons, and employee options for repayment.

Options for repayment may include:

- Personal check payable to ~~SSP~~AUDEO either one-time payment, or multiple payment plans established with Payroll.
- Payment plan, as agreed upon with Finance-Payroll, through a series of payroll deductions for a period not to exceed six (6) months.

Other options may be submitted in writing to Chief Financial/Business Officer for consideration.

## Salary Placement for Teachers

Placement on the salary schedule is based on review of the employee's transcripts and employment history documents.

It is the employee's responsibility to ensure that education and experience documents are submitted to HR **within fifteen (15) days** from the date of signing the initial employment contract. The documents include teaching experience verification from previous school employers and original sealed coursework transcripts.

Failure to submit documents within fifteen (15) days of employment could result in the employee remaining on the initial placement (Column A, Step 1) until complete documentation is submitted, even after the employee has satisfactorily completed the Introductory Period. Note that this also delays the effective date of benefits eligibility.

If, after initial placement on the salary scale, the employee submits additional education or experience documents, adjustments will be made during the next open period described below.

*Academic Credits Earned*
We encourage our teachers' efforts in continuing education that supports student learning and builds subject matter expertise.

Eligible employees may advance to a higher column provided that the minimum number of *qualifying units* or the advanced degree are earned and verified by official sealed transcripts submitted to HR within the designated open periods as defined below.

There are two periods open to submit salary advancement application forms and transcripts: June 1 through July 30 and January 1 through February 28.

The effective date of the advancement will be the first workday of the next month following submission and approval of education documentation. (July 1, August 1, February 1, or March 1 effective dates only)

*Example*: for documents submitted/approved in June, the effective date of the advancement will be July 1; for documents submitted/approved in July, effective date will be August 1.

Employees are encouraged to submit their application and transcripts for salary advancement as early in the open period as possible. If the documentation submitted is incomplete, eligibility for salary advancement may be delayed to the next month or the next

open period.

Employees may submit form and transcripts for evaluation only ONCE during this period.

*Qualifying Credits*

Allowable academic units or credits must come from an accredited college or university. Only coursework that was taken post-bachelor's degree (i.e., graduate level) date will be accepted. Courses are reviewed for content and posted based on support of professional growth and/or advanced degree that aligns with the professional field of education. Units for salary placement refer to semester units. Quarter units are valued at two-thirds (2/3) of semester units.

## Payroll Withholdings

As required by law, ~~SSP~~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 ~~SSP~~AUDEO.

4. STRS/PERS: All eligible employees shall be enrolled in the appropriate retirement system, and ~~SSP~~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, ~~SSP~~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. ~~SSP~~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, ~~SSP~~AUDEO will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies, or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

## 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. ~~SSP~~AUDEO reserves the right to adjust position work year, full or part-time hours, based on the needs of the school.

Employees may be required to submit a work year calendar to designate workdays, non-workdays, vacations, floating holidays, and professional/ personal improvement days, if applicable. Changes to this calendar are subject to the approval of your supervisor and the Executive Director.

## Workday and Workweek

The operating hours of the administrative offices are generally 7:30 a.m. to 4:00 p.m. Monday through Friday, but may vary based on the needs of the school and community. The hours of Resource Centers may vary according to the needs of the students as developed by the assigned teacher in consultation with the School Administrator. Some Resource Centers have been designated as extended-day sites.

Your particular hours of work and the scheduling of your lunch period will be determined by your location and the school's program needs. Full-time and hourly teachers are required to conduct business (instruction, visits to home, agencies, office, etc.) within the assigned hours, not to 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 end of a month to avoid duplication in succeeding claims. Since ~~SSP~~AUDEO'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 reimbursement. Attach this record to your claim for review by the School Administrator or designee. For claiming mileage to and from the office/s, signing in and out at the front desk is required; failure to do so may result in rejection of claim. Such records shall be subject to audit, and will be retained for a period of one (1) year after close of the fiscal year during which a claim is submitted.

# Work Schedule

## Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 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 ~~SSP~~AUDEO mutually consent to the waiver.

Nonexempt employees are also provided with a fifteen (15) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees are prohibited from combining meal and rest period time. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.

## Attendance

You are expected to be at your work site and ready to work at the beginning of your assigned daily work hours, and you are expected to remain at your work site until the end of your assigned work hours, except for approved breaks and lunch.

Be aware that excessive time off could lead to disciplinary action.

## Absences

From time to time, it may be necessary for you to be absent from work. We are aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside your work hours may arise. Report all absences to your supervisor and email attendance at attendance@altusschools.net.

*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- 20384~~0~~ by 8 a.m. Leave a voice mail message if staff is unavailable to receive your call.

Report the absence due to illness or personal emergency and estimate when you expect to return. Update the Human Resources Department daily. If you are unable to make the call yourself for an absence or late arrival, for whatever reason, be sure to have someone call on your behalf.

If you expect to report to your worksite later than your scheduled time, notify your Resource Center personnel, your lead or school coordinator; all others must notify the Human Resources Department. Notifying a fellow-

employee does not fulfill this requirement.

**Absence from work for three (3) consecutive days without notifying your manager or the personnel administrator may be considered a voluntary resignation effective the close of business on the third day of absence.**

## Record of Absence or Lateness

Your supervisor and/or the School Administrator may require you to submit written documentation from your physician for *any absence*. If you are absent three (3) or more days because of illness, you may be required to provide written documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work.

~~SSP~~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 ~~SSP~~AUDEO as an absence. Be aware that excessive absenteeism, lateness or leaving early may lead to disciplinary action, including possible dismissal.

## Timesheets/Records

By law, we are obligated to keep accurate records of the time worked by "nonexempt" hourly employees.

Your timesheet is the only way the Payroll Department knows how many hours you worked and how much to pay you.

You are responsible for your timesheet, which contains your hours worked, meal periods taken, vacation or sick pay used, and other information needed by Payroll. Remember to record your time daily. The employee submits their 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.

# Workplace Policies

## Lactation Accommodation

In accordance with California law, we will provide employees who wish to express breast milk for nursing infants with a reasonable opportunity to take breaks for the purpose of expressing breast milk, which can be timed with the employee's regular break schedule; and reasonable access to a private location to express breast milk, other than public restrooms if possible, that is in close proximity to the employee's regular work area. Such room/location shall have electricity. Employee shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Contact your supervisor if you have any questions or need assistance in making these arrangements.

## Board Meetings

Although some ~~SSP~~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~~INSERT~~] hours in advance of the meeting, including for the purpose of ensuring appropriate student supervision is secured as applicable.

## Bulletin Boards

Bulletins and bulletin board(s) are an "official" way of keeping everyone informed about new policies, changes in procedures and special events. Information of general interest is posted regularly on the bulletin board(s). Please make it a habit of reading the bulletin board(s) regularly so that you will be familiar with the information posted on it.

Only authorized personnel are permitted to post, remove or alter any notice on the bulletin board(s). If you want to have notices posted on bulletin board(s), see the Human Resources Department for instructions.

## Communications

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all school methods of communication, including this Employee Manual, bulletin boards, discussions with your supervisor and members of the Leadership Team, memoranda, meetings (faculty, department, teams), newsletters, training sessions, etc.

In addition, you may receive correspondence from ~~SSP~~AUDEO. There is no regular schedule for distribution of information. The function of each correspondence is to pro~~-~~vide you and your family with interesting news and helpful information that will keep you up-to-date on the events here at ~~SSP~~AUDEO.

## Communications with the Press; Other Outside Agencies

From time to time, there may be events at ~~SSP~~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 ~~SSP~~AUDEO, all requests to faculty, staff, general or advisory board members made by the media, electronic or print, must be referred to the Chief of Staff for approval and coordination.

## Computer Software (Unauthorized

## Copying)

~~SSP~~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 up- dates.

~~SSP~~AUDEO licenses the use of computer software from a variety of outside companies. ~~SSP~~AUDEO does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

With regard to use on local area networks or on multiple machines, employees shall use the software only in accordance with the license agreement.

Employees learning of any misuse of software or related documentation within the company shall notify the department manager.

## Dress Code/Personal Appearance

You are expected to dress and groom yourself in accordance with accepted social and business standards. Your job involves dealing with students, parents, and the com- munity. 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, 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 ~~SSP~~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 Re-sources 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

~~SSP~~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 SSPAUDEO time with substantial use of SSPAUDEO equipment, services or resources; or
3. The intellectual property was commissioned by SSPAUDEO
   - 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, SSPAUDEO, and/or the students and families SSPAUDEO 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 SSPAUDEO 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 SSPAUDEO 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 SSPAUDEO 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 SSPAUDEO's intellectual property rights. If ownership rests with SSPAUDEO, but SSPAUDEO 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, SSPAUDEO shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

## Research Activities

SSPAUDEO 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, SSPAUDEO 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 SSPAUDEO that its involvement in active research and study not only benefits and promotes the Schools directly, but inspires and engages employees at every level in the promise of working for an entity which is oriented to process improvement, innovative non-traditional approaches, and futuristic development of programs that benefit students everywhere.

## Personal Phone Calls

School telephones are a vital tool in communicating with parents, community resources, and to conduct official school business. Please keep personal phone calls, using school phones or your personal cell phones, to a

minimum; they must not interfere with your work.

If calls are made from a school phone to areas that incur toll or long-distance charges, the employee responsible for initiating the calls must complete the appropriate school form to report the call. Employees are responsible for payment of any fees incurred for toll or long-distance personal phone calls.

## Personal Use of School Property

If you want to use school equipment or tools during or after work hours for personal benefit, you must have written authorization from the School Administrator. ~~SSP~~AUDEO is not liable for personal injury incurred during the use of school property for personal projects. As an employee of ~~SSP~~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 ~~SSP~~AUDEO. If you find that a machine and/or piece of equipment is not working properly or in any way appears unsafe, please notify your supervisor immediately so that repairs or adjustments may be made. Under no circumstances should you start or operate a machine you deem unsafe, nor should you adjust or modify the safeguards provided.

## Responsibility for School Property

All school equipment assigned to RC/locations is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the school.

Equipment owned by ~~SSP~~AUDEO is considered an asset and under the protection of workforce members. Equipment such as computers, telephones, radios, laptops/ computers, televisions, etc. are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the RC and support to job functions.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four (24) hours in advance, directed to the School Administrator/Site Coordinator or designee. School property that the employee is allowed to remove from school premises becomes the liability of that employee until the employee returns it to ~~SSP~~AUDEO in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum:

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the School Administrator/ School Coordinator or designee immediately. A copy of police report must be sent to the School Administrator/School Coordinator or designee within *two (2) working days*

of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within *two (2) working days* after notification that school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the School Administrator for review.

The Executive Director will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The School Administrator will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the Executive Director, within *five (5) working days* after the receipt of the findings.

After review, the Executive Director will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the School Administrator will be responsible for instituting the sanctions/ consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible *AND* prior to the end of the employee's contract term.

## Safety/Fire/Earthquake Drills

The safety of our students and employees is a priority. Drills are scheduled throughout the year. The Safety Coordinator and/or School Administrator will advise you about the requirements and expectations.

## Safety Rules (General)

Safety is everybody's business. Safety must be given primary importance in every aspect of planning and performing of all school activities. We want to protect you and our students from injury and illness.

Please report all injuries (no matter how slight) to your supervisor immediately, as well as anything that needs repair or is a safety hazard. Below are some general safety rules:

- Avoid overloading electrical outlets with too many appliances or machines.
- Use flammable items, such as cleaning fluids, with caution.
- Use stairs one at a time.
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Smoke only in designated smoking areas, but not on school property.
- Keep cabinet doors and file and desk drawers closed when not in use.
- Sit firmly and squarely in chairs that roll or tilt.
- Avoid "horseplay" or practical jokes.
- Keep your work area clean and orderly; keep aisles clear of obstructions.
- Stack materials only to safe heights.
- Watch out for the safety of fellow employees and students.
- Use the right tool for the job, and use it correctly.

Remember, failure to adhere to these rules will be considered a serious infraction of safety rules and will result in disciplinary actions, up to and including immediate termination.

## Security

Maintaining the security of school assets and buildings is every employee's responsibility. Develop habits that ensure security as a matter of course. For example:

- Always keep cash properly secured. If you are

aware that cash is insecurely stored, immediately inform the person responsible and/or your supervisor. Do not keep cash in the resource center. Turn in any school cash at the end of the school day to the Finance Department; issue receipts.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them should the need arise.
- When you leave school's premises make sure that all entrances are properly locked and secured and that, where applicable, security alarms are set.

## Pandemic Response Procedures

~~The School~~ ~~SSP~~AUDEO has developed pandemic response procedures in order to be prepared in such emergency circumstances. Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

***Executive Director Actions:***

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Ensure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

***Staff and Student Actions:***

- Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- Practice "respiratory hygiene etiquette," including but not limited to covering your cough and sneezing with a tissue, washing hands with soap and water or a waterless hand hygiene product, and placing used tissues into a sealed bag.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

***Additional Steps for the School:***

- Identify Essential Employees (Teachers, Administrators, etc.).
- Provide modified distance learning for periods of school closure.
- Direct custodial staff to thoroughly clean and sanitize school facilities.

***Emergency Preparedness***

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This

information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

***Essential Employees***

Functioning critical infrastructure is imperative during the response to a public health or other emergency for the health and safety of staff and students as well as community well-being. Certain critical infrastructure industries have a special responsibility in such times to continue operations.

The Department of Homeland Security's (DHS) Cybersecurity & Infrastructure Security Agency (CISA) has prepared a list of 14 critical industry sectors. Employees that fall under these categories are referred to as "Essential Critical Infrastructure Workers" and are generally required to deliver services during an emergency. Included among these sectors are community-based government operations and essential functions. This category refers to critical government workers, as defined by the employer, and includes most staff members of ~~SSP~~AUDEO, as follows:

- Educators supporting public and private K-12 schools for purposes of facilitating distance learning or performing other essential functions, if operating under rules for social distancing.
- Administrators of public and private K-12 schools for purposes of supporting the work of educators to deliver distance learning and to perform other essential functions, if operating under rules for social distancing.

~~SSP~~AUDEO shall designate essential employees who are required to work and provide services during any pandemic, emergency, or natural disaster.

## Temporary Telework Policy to Address COVID-19 Remote Working Conditions

***Purpose***

~~The Board of Student Success Programs~~Audeo Charter School corporation ~~(the "School")~~ ~~SSP~~AUDEO recognizes approved teleworking as a necessary work arrangement while the School~~s~~ ~~is~~are closed during the ongoing coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments during the School's closure due to COVID-19.

***Definition***

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

***General Requirements***

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours

requirements may result in disciplinary action, up to and including termination from employment.

***Eligibility Considerations***

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of ~~the School SSP~~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;
- 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.

***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 ~~School~~ ~~SSP~~AUDEO network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with ~~the School~~~~SSP~~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 ~~School's SSP~~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 ~~School~~ ~~SSP~~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 ~~School~~ ~~SSP~~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 ~~the School~~~~SSP~~AUDEO, employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Executive Director immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, ~~the School~~ ~~SSP~~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 ~~the School~~~~SSP~~AUDEO.

***Evaluation & Duration***

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

~~The School~~ ~~SSP~~AUDEO may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, ~~the School~~ ~~SSP~~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 following the COVID-19 pandemic.

## Staff/Professional Development

The goal of professional development at ~~SSP~~AUDEO is to ensure a well-trained and well-rounded staff. ~~SSP~~AUDEO offers a variety of staff development opportunities that include:

- New employee orientation.
- Meetings and trainings held during the year focused on effective methods of instruction for a broad range of grade levels and subject areas.
- Professional development sessions for teachers appropriate to their needs.
- Workshops offered within regular meetings (faculty, team, all-staff, department chair, advisory group meetings), plus specially scheduled meetings as needed.
- Participation in outside conferences on subject area-specific topics, including math, science, English/ reading, independent study, health issues, technology, etc.
- Most outside professional development opportunities are paid by ~~SSP~~AUDEO. Staff may be selected by school leadership, or may apply to their supervisor to attend a conference or staff development opportunity.

Employees who attend professional development on a workday must have prior approval from their supervisor.

## Traffic Violations

If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, fines or traffic violations incurred. In the event of a vehicular accident, notify your immediate supervisor as

soon as you are able.

## Violations of Policies

You are expected to abide by the policies in this manual. Failure to do so will lead to appropriate disciplinary action being taken against you, up to and including termination. A written record of all policy violations is maintained in each individual's personnel file.

A partial list of causes for possible disciplinary action ("Unacceptable Activities") is presented under "Standards of Conduct" in the "Employment" section of this manual. This list is not to be considered all- inclusive.

# Benefits Information

## The Benefits Package

A good benefits program is a solid investment in ~~SSP~~AUDEO and its employees. It serves as an incentive for current employees and also helps to attract talented newcomers. School benefits programs are evaluated regularly and altered, as appropriate, to meet our employees' changing needs and to offer the advantages of future trends in employee benefits. ~~SSP~~AUDEO offers a benefits program designed to address the individual and family needs of our employees.

~~SSP~~AUDEO is committed to maintaining and delivering a comprehensive and competitive benefits program that: provides a "safety net" of basic benefits protection against the financial impact of catastrophic life events; reflects principles of sound financial management, fiscal responsibility, regulatory compliance, administrative efficiency, and sustainability; is dynamic and innovative, evolving as necessary to meet the changing needs and balancing of work/ life issues of both employees and ~~SSP~~AUDEO; and is communicated effectively to promote full understanding and value.

~~SSP~~AUDEO contracts with providers for employee health and welfare programs, including, but not limited to, medical, dental, vision, retirement, savings, vacation, sick, workers compensation, life insurance, liability insurance and disability benefits. The following sections are only a brief description of the leaves and benefits available to employees. Any questions with respect to benefits programs should be directed to the Human Resources Department.

## Health and Welfare Benefits

~~SSP~~AUDEO is interested in the health and well-being of both you and your family. ~~SSP~~AUDEO offers a comprehensive benefits package to eligible employees and their eligible dependents, including medical, dental, vision, chiropractic, employee assistance, basic life insurance and professional liability insurance for certificated teachers.

After completion of the Introductory Period, you become eligible for coverage. At that time, you may choose to accept the insurance coverage, or waive them. For detailed information on these benefits and eligibility requirements, contact the Human Resources Department.

## Voluntary Insurance Benefits

School employees may elect additional benefits through several providers. Premium payments may be deducted from your monthly salary. Hourly employees may elect this insurance but premiums are not payroll deductible. Employees may elect this benefit during the annual open enrollment period in May. ~~SSP~~AUDEO has negotiated special discounted rates for employees. Though other options may be adopted by ~~SSP~~AUDEO, the current list of insurance available includes:

- Additional coverage for employee life insurance, plus dependent life insurance and accidental death and dismemberment coverage;
- Short & Long Term Disability;
- Flexible Spending Accounts (Section 125);
- Long Term Care;
- Legal Assistance;
- Automobile, Homeowners, and Renter's Insurance;
- Cancer Insurance; and
- Critical Illness.

Questions regarding this benefit may be directed to the Human Resources Department.

## Eligibility for Benefits

If you are an active employee in a monthly salaried position of half time or more, you will

enjoy all of the benefits described in this manual as soon as you meet the eligibility requirements for each particular benefit.

*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.

~~SSP~~AUDEO observes the following holidays:

- Independence Day
- Labor Day
- Veterans' Day
- Thanksgiving Holiday/Post-Thanksgiving Holiday
- Pre- or Post-Christmas Holiday/Christmas Day
- New Year's Eve Holiday/New Year's Day
- Martin Luther King Jr. Day
- Lincoln's Birthday
- Presidents' Day
- Memorial Day

## 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 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 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.

## Maternity Leave for Birth Mothers

Employees (birth mothers) who have been employed with ~~SSP~~AUDEO for at least twelve (12) months shall be granted three (3) consecutive work weeks of leave with pay immediately following the birth of her child.

Changes in vacation dates must be submitted in writing, and approved in the same manner as the original schedule. ~~SSP~~AUDEO reserves the right to cancel/ change vacation days based on critical and unforeseen needs of ~~SSP~~AUDEO. ~~SSP~~AUDEO will make every effort to give the employee 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 Executive Director.

## Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, ~~SSP~~AUDEO offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e. children, parents, spouses/ domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. 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 ~~SSP~~AUDEO is closed due to a public health emergency or to care for a child who's childcare or school is closed due to a public health emergency.

Paid sick leave is available to all ~~SSP~~AUDEO 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 ~~SSP~~AUDEO as soon as possible when using sick leave. A request to use sick leave and/or confirm the absence must be submitted to the Human Resources Department within ten (10) days upon return to duty.

If an employee is absent longer than three (3) days due to illness, medical evidence of illness and/or medical certification of fitness to return to work satisfactory to ~~SSP~~AUDEO may be required. ~~SSP~~AUDEO will not tolerate abuse or misuse of sick leave privileges. If ~~SSP~~AUDEO suspects abuse of sick leave, ~~SSP~~AUDEO may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by ~~SSP~~AUDEO.

***Personal Necessity Leave***

You may use not more than seven (7) days of accumulated full-salary sick leave in any school year for personal necessity leave. Absence in excess of these limits, or in excess of full-time sick leave, must be taken as unpaid personal leave upon approval of the Executive Director or designee. Approved use of this leave includes:

- Death of a member of immediate family. Full-salary sick leave may be used after bereavement leave benefits are exhausted (see *Bereavement*). Additionally, you may use one (1) day per year of full pay sick leave for the purpose of attending the funeral of a close friend or relative not included in the definition of immediate family.
- Serious or critical illness of a member of the immediate family. You may be required to furnish a physician's statement and any other proof requested by the Executive Director.
- Accident involving you, your immediate family, your property or property of your immediate family.
- Appearance in court, not part of school business, as a litigant or as a witness under an official order. You must furnish proof of court appearance.
- Observance of a religious holiday of your faith, limited to three (3) days per year. A request must be filed in advance.
- Unpredictable and verifiable acts of nature.
- Parental leave due to the birth, adoption or foster placement of a child.
- Family School Partnership leave for your participation as a parent, guardian or custodial parent in school activities. Up to forty (40) hours each school year and not more than eight (8) hours in any calendar month may be used. Reasonable advance notice and approval of supervisor is required.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

~~SSP~~AUDEO may request a signed statement or

additional proof to substantiate the absence or personal necessity.

Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Approval shall be at the discretion of the Executive Director and shall not serve as precedent for any other request. Personal necessity leave is not vacation, does not carry over from year to year, and is not paid out upon separation from employment.

## Transfer of Accumulated Sick Leave

Teachers who previously worked for another California school that participated in CalALSTRS, or Classified staff who previously worked for another California school that participated in CalALPERS, 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 SSPAUDEO began within one (1) year of termination from the previous school.

# Leaves of Absence

## Bereavement

Absence without the loss of salary may be granted to a monthly-salaried employee upon death of a member of his/her immediate family (or that of the spouse), as defined above, for a period not to exceed five (5) days. If additional time is required, the employee may request Personal Necessity Leave as described above.

For purposes of this section, immediate family includes relatives of the employee or employee's spouse: parents and step-parents, son, daughter, brother, sister, spouse, grandparents, grandchildren, son- and daughter-in-law, parents-in-law, aunt, uncle, niece, nephew, domestic partner, or any relative living in your immediate household.

## Jury Duty

If you receive a summons or other notice requiring you to report for Jury Duty, inform your supervisor immediately, and provide Human Resources with a copy of your notice to report for Jury Duty.

Monthly employees called for Jury Duty are granted paid leave of absence for the days actually served and are permitted to keep any jury stipend received. Employees are expected to return to work when they only serve a partial day. Employees who are placed on "telephone standby" must report to work during those days.

At the end of each day of Jury Duty, notify your Supervisor of your status. At the end of jury service submit your jury attendance documents to Human Resources.

Hourly employees called for Jury Duty may receive postponement of service or cancellation due to financial hardship. Contact the Human Resources Department if documentation of your employment status is needed.

## Family Care and Medical Leave

This policy explains how ~~SSP~~AUDEO complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require ~~SSP~~AUDEO to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

***Employee Eligibility Criteria***

To be eligible for FMLA/CFRA leave, the employee must have been employed by ~~SSP~~AUDEO for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

***Events That May Entitle an Employee To FMLA/CFRA Leave***

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by ~~SSP~~AUDEO, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or

related medical conditions, which is covered by ~~SSP~~AUDEO'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, or sibling for CFRA purposes.

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.

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, ~~SSP~~AUDEO's business activity 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 ~~SSP~~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, ~~SSP~~AUDEO and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

***Health Benefits***

The provisions of ~~SSP~~AUDEO's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by ~~SSP~~AUDEO during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, ~~SSP~~AUDEO will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, ~~SSP~~AUDEO will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

~~SSP~~AUDEO may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/ CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

***Seniority***

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

***Medical Certifications***

1. An employee requesting FMLA/CFRA leave because of his/ her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by ~~SSP~~AUDEO. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of ~~SSP~~AUDEO's request for certification) may result in denial of the leave request until such certification is provided.

2. ~~SSP~~AUDEO will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. ~~SSP~~AUDEO may contact the employee's health care provider to authenticate a certification as needed.

3. If ~~SSP~~AUDEO has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, ~~SSP~~AUDEO may request a second opinion by a health care provider of its choice (paid for by ~~SSP~~AUDEO). If the second opinion differs from the first one, ~~SSP~~AUDEO will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

***Procedures for Requesting and Scheduling FMLA/ CFRA Leave***

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of ~~SSP~~AUDEO's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ~~SSP~~AUDEO's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that ~~SSP~~AUDEO will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. ~~SSP~~AUDEO will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, ~~SSP~~AUDEO will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

***Return to Work***

1. Upon timely return at the expiration of the FMLA/ CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, ~~SSP~~AUDEO will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/ her own serious health condition, the employee must obtain a certification from his/her health care provider that he/ she is able to resume work.

4. If an employee can return to work with limitations, ~~SSP~~AUDEO will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ~~SSP~~AUDEO.

***Employment during Leave***

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without ~~SSP~~AUDEO's written permission. An employee who accepts such employment without ~~SSP~~AUDEO's written permission will be deemed to have resigned from employment at ~~SSP~~AUDEO.

## Pregnancy Disability Leave

This policy explains how ~~SSP~~AUDEO complies with the California Pregnancy Disability Act, which requires ~~SSP~~AUDEO to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

***Employee Eligibility Criteria***

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

***Events That May Entitle an Employee to Pregnancy Disability Leave***

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

***Duration of Pregnancy Disability Leave***

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the

leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for ~~SSP~~AUDEO. ~~SSP~~AUDEO is not required to provide an indefinite leave of absence as a reasonable accommodation.

***Pay during Pregnancy Disability Leave***

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

***Health Benefits***

~~SSP~~AUDEO shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. ~~SSP~~AUDEO can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
   - The employee is taking leave under the California Family Rights Act.
   - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
   - There is a non-pregnancy related medical condition requiring further leave.
   - Any other circumstance beyond the control of the employee.

***Seniority***

An employee on pregnancy disability leave remains an employee of ~~SSP~~AUDEO and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

***Medical Certifications***

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by ~~SSP~~AUDEO.

2. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

3. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

***Requesting and Scheduling Pregnancy Disability Leave***

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to ~~SSP~~AUDEO's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt ~~SSP~~AUDEO's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by

the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. ~~SSP~~AUDEO will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, ~~SSP~~AUDEO will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

***Return to Work***

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. ~~SSP~~AUDEO will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

   A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, ~~SSP~~AUDEO will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with ~~SSP~~AUDEO policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, ~~SSP~~AUDEO will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from ~~SSP~~AUDEO.

***Employment during Leave***

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without ~~SSP~~AUDEO's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## Unpaid Leave of Absence

~~SSP~~AUDEO recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, ~~SSP~~AUDEO may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by ~~SSP~~AUDEO.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your

leave of absence. During a family/ medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

## Industrial Injury Leave (Workers' Compensation)

~~SSP~~AUDEO, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide ~~SSP~~AUDEO with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is ~~SSP~~AUDEO's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. ~~SSP~~AUDEO, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to ~~SSP~~AUDEO's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to ~~SSP~~AUDEO's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to ~~SSP~~AUDEO's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
    - When there is a job-related injury that results in lost time, the employee must have a medical release from ~~SSP~~AUDEO's approved medical facility before returning to work.
    - Any time there is a job-related injury, ~~SSP~~AUDEO's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

## Military and Military Spousal Leave of Absence

~~SSP~~AUDEO shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re- Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, ~~SSP~~AUDEO shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, ~~SSP~~AUDEO will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to ~~SSP~~AUDEO, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA- covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

~~SSP~~AUDEO shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide ~~SSP~~AUDEO with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

## Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

## School Appearance and Activities Leave

As required by law, ~~SSP~~AUDEO will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of ~~SSP~~AUDEO, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a

required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by ~~SSP~~AUDEO for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to ~~SSP~~AUDEO that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. ~~SSP~~AUDEO may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/ CFRA Leave.

## Victims of Abuse Leave

~~SSP~~AUDEO provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, ~~or~~ 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 9whether 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 ~~SSP~~AUDEO with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide ~~SSP~~AUDEO one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence,

sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including by 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, ~~SSP~~AUDEO will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Human Resources Department.

## Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever ~~SSP~~AUDEO is notified of an employee's intent to return from a leave, ~~SSP~~AUDEO will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Executive Director.

# Internal Complaint Review Policy

The purpose of the "Internal Complaint Review Policy" is to afford all employees of ~~the School~~ ~~SSP~~AUDEO the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board ~~Chair Person~~Chairperson to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the ~~School's~~ ~~SSP~~AUDEO's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

## We Need Your Ideas

Ask any of our employees who have worked with us for a long time and they will probably tell you of the many changes and improvements that have come about since they first joined us. We believe the person doing the job is in the best position to think of ways of doing it more easily, more efficiently, and more effectively. If you think of a better way of doing your job or the job of a fellow employee, discuss it with your supervisor, who will welcome your suggestions and ideas.

Remember, there may be areas in ~~SSP~~AUDEO's operations that can be improved. These could be in service, programs, equipment, communications, safety, ways to reduce costs, losses, and/or waste, or other improvements you may see a need for. Please give us the benefit of your unique experience and thoughts.

## Concerns

Our goal is to maintain a comfortable working environment for everyone. We do this in several ways:

- By treating each of you as an individual and encouraging your maximum development;
- By recognizing that each of you is essential to the success and growth of the school; and
- By maintaining direct communications with all of our employees and ensuring that each and every one of you can speak directly and openly with the Leadership Team.

If something about your job is bothering you or if you feel that you have not been treated fairly or in accordance with school policy, you should discuss your concerns with your immediate supervisor. If you still have questions after this discussion, request a meeting with the President/CEO~~.~~, Executive Director, or Human Resources Administator. ~~or other Leadership Team member~~. 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, ~~SSP~~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 ~~SSP~~AUDEO's primary goals is to successfully meet its responsibilities to you, our employees, both as individuals, and as contributing members of ~~SSP~~AUDEO. This is accomplished by managing in such a way that you will always be treated with respect and dignity. We believe every person deserves to be treated in this manner, in any situation. We also believe this principle helps make ~~SSP~~AUDEO successful. And, in this environment, we can work together to solve any problems that may arise.

## Suggestions

We encourage all employees to bring forward their suggestions and good ideas about how the school can be made a better place to work, our programs and services improved, and our service to students, parents, and community enhanced. When you see an opportunity for improvement, please talk it over with your immediate supervisor. He or she can help you bring your idea to the attention of the people in the school who will be responsible for possibly implementing it.

All suggestions are valued and listened to. When a suggestion from an employee has particular merit, we provide for special recognition of the individual(s) who had the idea.

## Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when an ~~SSP~~AUDEO employee raises a complaint or concern about a co- worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

- The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of ~~SSP~~AUDEO's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chairperson or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, ~~SSP~~AUDEO values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

## Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about an ~~SSP~~AUDEO employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board ~~Chair Person~~Chairperson (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

- The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

***General Requirements***

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about

the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

# Appendix A

## HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of ~~Student Success Programs~~Audeo Charter School corporation ("~~SSP~~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 ~~the School~~ ~~SSP~~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 ~~SSP~~AUDEO, you may file this form with the Executive Director or Board ~~Chair Person~~Chairperson .

Please review ~~SSP~~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.

~~SSP~~AUDEO will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, ~~SSP~~AUDEO will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, ~~SSP~~AUDEO will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize ~~SSP~~AUDEO to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that ~~SSP~~AUDEO will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by ~~SSP~~AUDEO both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present:

_____

_____

Where did the incident(s) occur?

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 ~~SSP~~AUDEO to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Print Name

*To be completed by ~~School~~~~SSP~~AUDEO:*

*Received by:* _____ *Date:* _____

# Appendix B

## INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?: _____

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize ~~Student Success Programs~~Audeo Charter School corporation ("~~SSP~~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 ~~School~~~~SSP~~AUDEO:*

*Received by:* _____ *Date:* _____

***~~The school~~ ~~SSP~~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. ~~The school~~ ~~SSP~~AUDEO is committed to doing its part to assure you of a satisfying work experience. If you have questions after reviewing this manual, please feel free to contact the Human Resources Department at (858) 678-2040.*



# Holidays and School Breaks

| | |
|---|---|
| **Independence Day** | July 4, 2022 |
| **Labor Day** | September 5, 2022 |
| **Veterans Day** | November 11, 2022 |
| **Thanksgiving Holiday** | November 21-25, 2022 |
| **Winter Break** | December 19, 2022 – January 2, 2023 |
| **Martin Luther King, Jr. Day** | January 16, 2023 |
| **Presidents' Day Holiday** | February 17 – 20, 2023 |
| **Spring Break** | March 27 –31, 2023 |
| **Memorial Day** | May 29, 2023 |
| Juneteenth | June 19, 2023 |

Formatted: Font: Myriad Pro Black

Formatted: Font: Bold

## Welcome to
# Audeo Charter School II
*Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Charter School II ("Audeo II," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo II, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo II. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo II is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## *Official School Correspondence*

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

# Table of Contents


| | |
|---|---|
| **School Holiday Calendar** | **Inside front cover** |
| **About Our School** | **7** |
| **Instructional Program** | **9** |
| Instructional Program | 10 |
| Home/School Partnership | 11 |
| Parent Involvement Policy | 11 |
| Attendance, Lessons, and Course Credits | 18 |
| Year-round School Year | 19 |
| Student Assessments | 19 |
| High School Diploma/Graduation Options and Requirements | 20 |
| College Admission Requirements | 24 |
| NCAA Eligibility | 24 |
| Cal Grant Program Notice | 24 |
| Grades and Course Credit | 25 |
| Graduation Class Year Determination | 25 |
| Graduation Ceremony | 25 |
| Graduation Ceremony Expectations | 25 |
| Senior Exit Orientation | 26 |
| Pathways | 26 |
| Availability of Prospectus | 27 |
| English Learners | 27 |
| Involuntary Removal Process | 27 |
| **Enrollment, Student, & Health Services** | **29** |
| Resource Center Transfer Requests | 31 |
| Enrollment/Transfer Process | 31 |
| Transcripts and Records Requests | 31 |
| Attendance Verification | 31 |
| Work Permits | 31 |
| Health Program | 32 |
| Health Screenings | 32 |
| Availability of Health Insurance | 32 |
| Health Curriculum and Sexual Health Education | 32 |

Immunizations and Control of Communicable Disease 33
Diabetes 35
Administration of Medications Policy 35
Free and Reduced Price Meals 39
Student Wellness Policy 39
Human Trafficking Prevention 44
Mental Health Services 45
Pregnant and Parenting Students 46
Other Services/Resources 47

**Key School Policies 49**
Student Responsibilities 51
Student Academic Integrity and Citizenship 51
Internet/ Student Use of Technology Policy and Acceptable Use Agreement 51
Loitering Law 58
Suspension and Expulsion Policy 58
Dress Code 80
Cell Phones, Smartphones, Pagers and Other Electronic Signaling Devices Policy 81
Lost or Damaged School Property 82
Parents' Responsibilities 82
Parents' Role in Discipline and Behavior 83
Emergency Procedures and School Safety Plan 83
School Bus and Passenger Safety 83
Transportation Safety Plan 83
Non-Discrimination Statement 90
Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy 91
Educational Equity and Immigration Status Policy 104
Student Freedom of Speech and Expression Policy 111
Teacher Qualifications 115
Communication 116
Uniform Complaint Policy and Procedures ("UCP") 116
Student Fees Policy 125
Suicide Prevention Policy 129
Education for Homeless Children and Youth Policy 131
Education for Foster and Mobile Youth Policy 137
Section 504 144
Child Find/ Special Education/ Students with Disabilities 158
Education Records and Student Information Policy 159
Professional Boundaries: Staff/Student Interaction Policy 168

**Course Catalog 169**
Course List 170
English 173
Mathematics 178
Science 183
History - Social Science 187
Physical Education 193
World Language 196
Visual/Performing Arts 200
Career and Technical Education 202
General Electives 211

**Steps to Success (Student Learner Outcomes--SLOs)** **Inside Back Cover**

**Contact Information** **Back Cover**

# About Our School

Audeo Charter School II is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, Audeo II is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo II was founded in 2016 and serves students in grades K-12.

### *Core Competency: Transforming Lives*

### *Mission - Why We Exist*

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

### *Vision - What We Strive to Be*

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

### *Values - How We Do Our Work*

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Charter School II.

# Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At Audeo II, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each Audeo II Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings throughout San Diego and several include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Audeo II recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo II students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo II has many partnerships and alliances to provide community resources for students and their families.

### *Home/School Partnership*

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo II encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### *Parent Involvement Policy*

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### *Title I Parent Involvement Policy*

Audeo Charter School II ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

**Charter School Expectations and Objectives**
In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.

- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
    - The Title 1 Parent Information Meeting is held prior to Open House Events.
    - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
    - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.
    - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
    - The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
    - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
    - Parent emails and contacts are responded to in 24 business hours.

- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**Home-School Compact**
The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

**Building Capacity for Involvement**
The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
    - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.

- Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.

3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.
    - Parental involvement is a key feature of the teacher training program.

4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.

6. Provide support for parental involvement activities requested by Title I parents.
    - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

**Accessibility**
Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

****

A copy of the Charter School's complete Policy is available on the website.

### *Attendance, Lessons, and Course Credits*

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo II measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo II, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo II's Independent Study Policy is available on the school website.

### *Year-round School Year*

Audeo II has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### *Student Assessments*

Students at Audeo II are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo II program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo II staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

### *California Assessment of Student Performance and Progress ("CAASPP")*

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

| Assessments | | Subject(s) | Grade Level(s) | Approximate Dates |
|---|---|---|---|---|
| NWEA Measures of Academic Progress (MAP) | | Reading, Language Usage, Mathematics | 6-11 | Sept.-Oct. & March-April |
| English Language Proficiency Assessments for California (ELPAC) | | English Language-Reading, Writing, Listening and Speaking | 6-12 English Learners | February-March |
| Physical Fitness Test (PFT) | | Physical Fitness Evaluation | 7, 9 | February |
| California Assessment of Student Performance & Progress (CAASP) | Smarter Balanced | English Language Arts, Mathematics | 6-8, 11 | May-June |
| | California Standards Tests (CST)/California | Science | 8, 10 | May-June |

| | | | | |
|---|---|---|---|---|
| | Modified Assessment (CMA) | | | |

### *Audeo II High School Graduation Options*

Audeo II provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo II is dedicated to offering many opportunities for students to succeed. Audeo II offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

### *Option 1 High School Diploma*

Students graduating with an Option 1 High School Diploma from Audeo II must complete 42 Semester Credits in grades 9-12. Audeo II's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

### *Audeo II High School Graduation Course Requirements*

| **English** ***(8 semester credits)*** | **Mathematics** ***(6 semester credits)*** |
|---|---|
| 4 credits - English 1-4*<br>2 credits - American Literature* or Honors American Literature*<br>2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*<br>**4 years required* | 2 credits - Algebra or Integrated Math 1<br>2 credits - Geometry or Integrated Math 2<br>2 credits - Intermediate Algebra* or Integrated Math 3<br>2 credits - Pre-calculus* or Honors Pre-calculus<br>2 credits - Statistics*<br>**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*)<br>2 credits - Life Science (Biology*)<br>**2 years required, 3 years recommended* | 2 credits - World History*, Geography & Economics*<br>2 credits - US History* or Honors US History*<br>1 credit - Government*<br>1 credit - Economics<br>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 AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

**Admission Requirements and Process**

- Student must be enrolled at Audeo II and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo II Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo II Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

**Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### *HiSet Option*

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. Audeo II students will be able to take the HiSET on-site at an Audeo II resource center, exclusively open to Audeo II students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### *Option 2 Graduation Course Requirements*

| **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<br>Geography & Economics 1, 2<br>US History 1, 2<br>Government 1<br>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:***<br>2 credits - World Language (both semesters must by the same language) | ***Option B:***<br>2 credits - Visual/Performing Arts | |
| **CTE/Service Learning/WEE** *(2 semester credits)* | | |
| ***Option A:***<br>2 credits - CTE (Career Technical Education) | ***Option B:***<br>2 credits - Service Learning (120 hours total of community service) | ***Option C:***<br>Work Experience Education (240 hours of paid employment) |
| **Grade Point Average** *(GPA)* | | |

| |
|---|
| Students must have a minimum GPA of 2.0 in the required courses for Option 2. |

### *College Admission Requirements*

At Audeo II, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.
For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:
www.act.org or www.collegeboard.org

| Elements | Community College | California State University (CSU) | University of California (UC) |
|---|---|---|---|
| High School Education | Diploma, GED, or CHSPE | Diploma *(including UC/CSU-approved coursework)* | Diploma *(including UC/CSU-approved coursework)* |
| 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 | ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing |

### *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 an Audeo II - approved accredited school or district outside of Audeo II must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### *Grade Validation*

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo II.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo II will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### *College Course Credit*

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### *Graduating Class Year Determination*

Students who satisfy graduation requirements by the end of July of the school year (i.e., 20-21, 21-22, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### *Graduation Ceremony*

Graduation is a special and dignified event. Audeo II commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all

portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

**Graduation Ceremony Expectations**
- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### *Senior Exit Orientation*
Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in an Audeo II June graduation ceremony.

### *Pathways: Education with a Purpose*
Upon enrollment at Audeo II and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### *Pathways/Naviance Family Connection*
Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### *Availability of Prospectus*

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### *English Learners*

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### *Involuntary Removal Process*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

# Enrollment, Student, & Health Services

### *Resource Center Transfer Requests*

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### *Enrollment/Transfer Process*

Students who choose to discontinue enrollment at Audeo II may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Audeo II attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at https://audeo2.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf.

### *Transcript and Records Requests*
Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, https://audeo2.com/request-transcripts/.

### *Attendance Verification*
Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### *Work Permits*
Work permit applications are available for students who meet and maintain the following eligibility requirements:
- Currently meeting Audeo II attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### *Health Program*
Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### *Health Screenings*
Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### *Availability of Health Insurance*
Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:
http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

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*

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

**Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

~~California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school.~~

~~Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.~~

~~These required immunizations include:~~

**Entering Kindergarten:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
~~1.~~2. Polio - Four (4) doses
~~2.~~3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
~~3.~~4. Hepatitis B (Hep B) - Three (3) doses
~~4.~~ Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

**Entering 7th Grade**

**Formatted:** Font: Bold

**Formatted:** TOC 2, Indent: Left: 0.75", Space Before: 0 pt

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).~~and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.~~

**Formatted:** Indent: Left: 1"

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director

or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
    a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
    b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
    c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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.

Formatted: Indent: Left: 1"

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.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable~~

~~Disease Control the immunization status of all students in kindergarten and 7th grade.~~

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 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.~~Audeo II shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.~~

Immunization laws currently in effect may be found at ~~http://www.shotsforschool.org/laws/~~ http://www.shotsforschool.org.

Field Code Changed

A complete copy of Audeo II's Immunizations Policy is available on the school website.

### *Diabetes*

Audeo II provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### *Administration of Medications Policy*

Audeo II staff is responsible for overseeing the administration of medication to students attending Audeo II during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### *Administration of Medication Policy*

Audeo Charter School II ("Charter School") staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

**Definitions**

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.

- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.

- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.

- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

**Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication**
Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
2. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

**Staff Training and Emergency Response**
Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian 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).

**Administration of Medication**

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil 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 health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

**Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.
    d. Method by which the student is required to take the medication.
    e. Time the medication is to be taken during the regular school day.
    f. Date(s) on which the student is required to take the medication.
    g. Authorized health care provider's name and contact information.
    h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

****

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

## *Free and Reduced-Price Meals*

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

## *Student Wellness Policy*

Audeo Charter School II ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

**Implementation Plan**
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found for Audeo Charter School at www.audeocharterschool.net and for The Charter School of San Diego at www.charterschool-sandiego.net.

**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 in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

**Community Involvement, Outreach and Communications**
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. Nutrition

**Charter School Meals**
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

**Water**
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

**Competitive Foods and Beverages**
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

**Celebrations and Rewards**
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may

be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

**Nutrition Promotion**
The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

**Food and Beverage Marketing in Schools**
The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

## IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all

efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

**Community Partnerships**
The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

**Professional Learning**
When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

****

## *Human Trafficking Prevention*

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (https://audeo2.com/student-and-parent-handbook/).Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## *Mental Health Services*

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Yyour child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours~~coming into the counseling office during school hours and making an appointment to speak with a counselor~~. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at (858) 678-2050.

Available in the Community:

- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The 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 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 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:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
lalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**
Audeo II partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit www.audeo2.com.

# Key School Policies

### *Student Responsibilities*

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### *Student Academic Integrity & Citizenship*

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### *Internet/Student Use of Technology Policy and Acceptable Use Agreement*

Technology and access to the internet are part of the learning opportunities available at Audeo II. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo II technology.

*Student Use of Technology Policy*

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Charter School II ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

**Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to

only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring.
Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in

writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site, including, but not limited to:

i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would

make them uncomfortable if the world had access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

****

## *Acceptable Use Agreement*

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

    a. Playing games or online gaming.

    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

    g. Conducting for-profit business.

    h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

    i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

    j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### *Loitering Law*

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any
establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### *Suspension and Expulsion Policy*

**Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Charter School II ("AUDEO II" or "Charter School"). In creating this policy, AUDEO II has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AUDEO II is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO II's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AUDEO II staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The AUDEO II administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile

using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which

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

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

      iii. Causing a reasonable student to experience substantial interference with their academic performance.

      iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO II employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against

him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AUDEO II officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO II officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

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

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

**D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members

who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of AUDEO II's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AUDEO II to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

AUDEO II may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO II or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. AUDEO II must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, AUDEO II must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO II. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

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

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**J. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO II.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

AUDEO II shall maintain records of all student suspensions and expulsions at AUDEO II. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from AUDEO II as the Board of Directors' decision to expel shall be final.

**M. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AUDEO II shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from AUDEO II shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUDEO II for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or AUDEO II who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AUDEO II's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

AUDEO II shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO II or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another

setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO II agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO II believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO II, the student shall remain in the interim alternative

educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO II agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

AUDEO II shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AUDEO II supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other AUDEO II personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AUDEO II supervisory personnel.

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

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

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

****

### *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 will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### *Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy*

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Charter School II ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### *Lost or Damaged School Property*

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### *Parents' Responsibilities*

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

**Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### *Emergency Procedures and School Safety Plan*

Audeo II Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo II defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo II Comprehensive School Safety Plan is available on the school website and at each Resource Center.

### *School Bus and Passenger Safety*

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### Transportation Safety Plan

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

**Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

  "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

**Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.

5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.

3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;
    c. Times when the passenger restraint systems should be fastened and released; and
    d. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of

California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.

5. Maps and directions from the teacher/coach should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

### *Non-Discrimination Statement*

Audeo II ("charter school) is committed to equal opportunity for all individuals in education. Audeo II shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Audeo II does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo II adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo II also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo II does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo II does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo II will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo II Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AUDEO II (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO II complies with all applicable state and federal laws and

regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator")**:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's 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 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.

* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO II's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO II investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

AUDEO II has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

    AUDEO II advises students:
    a. To never share passwords, personal data, or private photos online.
    b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
    c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
    d. To consider how it would feel receiving such comments before making comments about others online.

AUDEO II informs Charter School employees, students, and parents/guardians of AUDEO II's policies regarding the use of technology in and out of the classroom. AUDEO II encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**2. Education**

AUDEO II employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO II advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AUDEO II and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO II's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO II informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

**3. Professional Development**

AUDEO II annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO II employees who have regular interaction with students.

AUDEO II informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO II, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO II encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO II's students.

**Grievance Procedures**

**1. Scope of Grievance Procedures**

AUDEO II will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the AUDEO II UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO II will utilize the following grievance procedures in addition to its UCP when applicable.

**2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO II will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor,

the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**3. Supportive Measures**
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO II's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO II's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO II will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO II to provide the supportive measures.

**4. Investigation and Response**
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO II, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about

the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
        - A statement that AUDEO II prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - AUDEO II may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO II's policies.
    - AUDEO II may remove a respondent from AUDEO II education program or activity on an emergency basis, in accordance with AUDEO II's policies, provided that AUDEO II undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, AUDEO II may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO II offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
            - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
        - Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - AUDEO II will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
    - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO II shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
    - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and

needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
    - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
    - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
    - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
    - Prior to completion of the investigative report, AUDEO II will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
    - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
    - If the investigation reveals that the alleged harassment did not occur in AUDEO II's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO II policy.
    - AUDEO II may dismiss a formal complaint of sexual harassment if:
        - The complainant provides a written withdrawal of the complaint to the Coordinator;
        - The respondent is no longer employed or enrolled at AUDEO II; or
        - The specific circumstances prevent AUDEO II from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO II will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - AUDEO II will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
        - The allegations in the formal complaint of sexual harassment;
        - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
        - The findings of facts supporting the determination;
        - The conclusions about the application of AUDEO II's code of conduct to the facts;
        - The decision and rationale for each allegation;
        - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
        - The procedures and permissible bases for appeals.

**5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO II or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO II in response to a formal complaint of sexual harassment.

**6. Right of Appeal**
Should the reporting individual find AUDEO II's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO II's decision or resolution, submit a written appeal to the Chairperson of the Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO II will implement appeal procedures equally for both parties.
- AUDEO II will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

**7. Recordkeeping**
All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO II will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

****

## *Educational Equity and Immigration Status Policy*

Audeo Charter School II ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.
Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

**Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not

otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for

purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;

d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
e. Charter School personnel's response to the officer's request;
f. Any further action taken by the agent; and
g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

**Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the

student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

*Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

*Additional Resources*

In the event that a student's family member is detailed, 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***

*Audeo Charter School II ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

**Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy"*: publicizing or distributing confidential or private material without permission.

*On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[1] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

[1] "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

*Off- Site Expression*

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

****

## *Teacher Qualifications*

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

   - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

   - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

- Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

## *Communication*

Audeo II seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all Audeo II information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

## *Uniform Complaint Policy and Procedures ("UCP")*

Board Policy #: 1500
Adopted/Ratified: May 5, 2009
Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;

- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

**Compliance Officers**
The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.
**Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language
The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**
  Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for

the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**
  Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**
  The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

  The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
  A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision) based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.
4. The legal conclusion in Audeo's Decision is inconsistent with the law.
5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## *Student Fees Policy*

This student fees policy has been adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II ("Audeo" or "Charter School").

**General Statement of Policy**
No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

**I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

**II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

**III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code §

49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

**IV. <u>Voluntary Contributions</u>**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

**V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

**VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

****

## *Suicide Prevention Policy*

The Governing Board of Audeo Charter School II ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

**Prevention and Instruction**
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma

associated with seeking mental health, substance abuse, gender identity, or other support services.

**Staff Development**
Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

**Intervention and Emergency Procedures**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred;

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**Employee Qualifications and Scope of Services**
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## *Education for Homeless Children and Youth Policy*

The Governing Board of Audeo Charter School ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Rachel Thomas~~Ana Maria Rojas, Equity and Inclusion ~~Officer~~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.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**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)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career 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 will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes

the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

****

A copy of the complete board policy is available on the Charter School website.

## *Education for Foster and Mobile Youth Policy*

**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

- "*Former juvenile court school pupil*" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an

agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

**Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

**~~Rachel Thomas~~Ana Maria Rojas**
**Equity and Inclusion Administrator ~~Officer~~**
~~rthomas@charterschool-sandiego.net~~arojas@altusschools.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.

2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff,

including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion ~~Officer~~ Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth

may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not

prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

**Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], 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.

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.

[2] 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.

**Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion ~~Officer~~Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the

student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. 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 graduation requirements within the student's fifth year of high school, the Equity and Inclusion ~~Officer~~ Administrator or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide 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.

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.

****

**Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## *Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education*

**A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable

about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or

procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a

Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what

assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the

effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)-393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

   - Present written and oral evidence.

   - Question and cross-examine witnesses.

   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special

Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2. Have Charter School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office

50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

****

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

## *Special Education/Students with Disabilities/Child Find*

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations 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 Veronica Radtke, School Coordinator at (858) 678-2050.

## *Education Records and Student Information Policy*

The Governing Board of Audeo Charter School II ("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*": 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
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Degrees, honors, and awards received
    12. The most recent educational agency or institution attended
    13. 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; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends

to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. **Copies of Education Records**

   Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. **Request for Amendment to Education Records**

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

   a. Inaccurate.
   b. Misleading.
   c. In violation of the privacy rights of the student.

   Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

   If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. **Hearing to Challenge Education Record**

   If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

   The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release

information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off

premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

**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.

****

A copy of the complete Policy is available on the school website.

## *Professional Boundaries: Staff/Student Interaction Policy*

Audeo Charter School II ("Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

**I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)

(4) Clarify that improper action will have significant consequences.

(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

(6) Define the process that Charter School will use for addressing potential improper conduct.

(7) Preserve student and staff privacy rights during any pending investigation.

**II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability

to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.

7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.

12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

**VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

**VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

**VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

# Holidays and School Breaks

| | |
|---|---|
| **Independence Day** | July 4, 2022 |
| **Labor Day** | September 5, 2022 |
| **Veterans Day** | November 11, 2022 |
| **Thanksgiving Holiday** | November 21-25, 2022 |
| **Winter Break** | December 19, 2022 – January 2, 2023 |
| **Martin Luther King, Jr. Day** | January 16, 2023 |
| **Presidents' Day Holiday** | February 17 – 20, 2023 |
| **Spring Break** | March 27 –31, 2023 |
| **Memorial Day** | May 29, 2023 |
| Juneteenth | June 19, 2023 |

## Welcome to
# Audeo Charter School III
*Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Charter School III ("Audeo III," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo III, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo III. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo III is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## *Official School Correspondence*

All correspondence for the school and its staff should be mailed to:
200 E. Via Rancho Parkway, Suite 143
Escondido, CA 92025

# Table of Contents


| | |
|---|---|
| **School Holiday Calendar** | **Inside front cover** |
| **About Our School** | **7** |
| **Instructional Program** | **9** |
| Instructional Program | 10 |
| Home/School Partnership | 11 |
| Parent Involvement Policy | 11 |
| Attendance, Lessons, and Course Credits | 18 |
| Year-round School Year | 19 |
| Student Assessments | 19 |
| High School Diploma/Graduation Options and Requirements | 20 |
| College Admission Requirements | 24 |
| NCAA Eligibility | 24 |
| Cal Grant Program Notice | 24 |
| Grades and Course Credit | 25 |
| Graduation Class Year Determination | 25 |
| Graduation Ceremony | 25 |
| Graduation Ceremony Expectations | 25 |
| Senior Exit Orientation | 26 |
| Pathways | 26 |
| Availability of Prospectus | 27 |
| English Learners | 27 |
| Involuntary Removal Process | 27 |
| **Enrollment, Student, & Health Services** | **29** |
| Resource Center Transfer Requests | 31 |
| Enrollment/Transfer Process | 31 |
| Transcripts and Records Requests | 31 |
| Attendance Verification | 31 |
| Work Permits | 31 |
| Health Program | 32 |
| Health Screenings | 32 |
| Availability of Health Insurance | 32 |
| Health Curriculum and Sexual Health Education | 32 |

Immunizations and Control of Communicable Disease 33
Diabetes 35
Administration of Medications Policy 35
Free and Reduced Price Meals 39
Student Wellness Policy 39
Human Trafficking Prevention 44
Mental Health Services 45
Pregnant and Parenting Students 46
Other Services/Resources 47

**Key School Policies 49**
Student Responsibilities 51
Student Academic Integrity and Citizenship 51
Internet/ Student Use of Technology Policy and Acceptable Use Agreement 51
Loitering Law 58
Suspension and Expulsion Policy 58
Dress Code 80
Cell Phones, Smartphones, Pagers and Other Electronic Signaling Devices Policy 81
Lost or Damaged School Property 82
Parents' Responsibilities 82
Parents' Role in Discipline and Behavior 83
Emergency Procedures and School Safety Plan 83
School Bus and Passenger Safety 83
Transportation Safety Plan 83
Non-Discrimination Statement 90
Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy 91
Educational Equity and Immigration Status Policy 104
Student Freedom of Speech and Expression Policy 111
Teacher Qualifications 115
Communication 116
Uniform Complaint Policy and Procedures ("UCP") 116
Student Fees Policy 125
Suicide Prevention Policy 129
Education for Homeless Children and Youth Policy 131
Education for Foster and Mobile Youth Policy 137
Section 504 144
Child Find/ Special Education/ Students with Disabilities 158
Education Records and Student Information Policy 159
Professional Boundaries: Staff/Student Interaction Policy 168

**Course Catalog 169**
Course List 170
English 173
Mathematics 178
Science 183
History - Social Science 187
Physical Education 193
World Language 196
Visual/Performing Arts 200
Career and Technical Education 202
General Electives 211

**Steps to Success (Student Learner Outcomes--SLOs)** **Inside Back Cover**

**Contact Information** **Back Cover**

## About Our School

Audeo Charter School III is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, Audeo III is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo III serves students in grades 6-12.

### *Core Competency: Transforming Lives*

### *Mission - Why We Exist*

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

### *Vision - What We Strive to Be*

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

### *Values - How We Do Our Work*

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Charter School III.

# Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At Audeo III, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. The Audeo III Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

Audeo III recently added a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo III students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo III has many partnerships and alliances to provide community resources for students and their families.

### *Home/School Partnership*

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo III encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### *Parent Involvement Policy*

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### *Title I Parent Involvement Policy*

Audeo Charter School III ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

**Charter School Expectations and Objectives**
In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.

- All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
    - The Title 1 Parent Information Meeting is held prior to Open House Events.
    - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
    - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.
    - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
    - The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
    - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
    - Parent emails and contacts are responded to in 24 business hours.

- An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**Home-School Compact**
The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

**Building Capacity for Involvement**
The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
    - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.

- Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.

3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.
    - Parental involvement is a key feature of the teacher training program.

4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.

6. Provide support for parental involvement activities requested by Title I parents.
    - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

**Accessibility**
Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

****

A copy of the Charter School's complete Policy is available on the website.

### *Attendance, Lessons, and Course Credits*

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo III measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo III, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo III's Independent Study Policy is available on the school website.

### *Year-round School Year*

Audeo III has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### *Student Assessments*

Students at Audeo III are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo III program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo III staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

### *California Assessment of Student Performance and Progress ("CAASPP")*

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

| Assessments | | Subject(s) | Grade Level(s) | Approximate Dates |
|---|---|---|---|---|
| NWEA Measures of Academic Progress (MAP) | | Reading, Language Usage, Mathematics | 6-11 | Sept.-Oct. & March-April |
| English Language Proficiency Assessments for California (ELPAC) | | English Language-Reading, Writing, Listening and Speaking | 6-12 English Learners | February-March |
| Physical Fitness Test (PFT) | | Physical Fitness Evaluation | 7, 9 | February |
| California Assessment of Student Performance & Progress (CAASP) | Smarter Balanced | English Language Arts, Mathematics | 6-8, 11 | May-June |
| | California Standards Tests (CST)/California | Science | 8, 10 | May-June |

| | | | | |
|---|---|---|---|---|
| | Modified Assessment (CMA) | | | |

### *Audeo III High School Graduation Options*

Audeo III provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo III is dedicated to offering many opportunities for students to succeed. Audeo III offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

### *Option 1 High School Diploma*

Students graduating with an Option 1 High School Diploma from Audeo III must complete 42 Semester Credits in grades 9-12. Audeo III's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

### *Audeo III High School Graduation Course Requirements*

| **English** ***(8 semester credits)*** | **Mathematics** ***(6 semester credits)*** |
|---|---|
| 4 credits - English 1-4*<br>2 credits - American Literature* or Honors American Literature*<br>2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*<br>**4 years required* | 2 credits - Algebra or Integrated Math 1<br>2 credits - Geometry or Integrated Math 2<br>2 credits - Intermediate Algebra* or Integrated Math 3<br>2 credits - Pre-calculus* or Honors Pre-calculus<br>2 credits - Statistics*<br>**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*)<br>2 credits - Life Science (Biology*)<br>**2 years required, 3 years recommended* | 2 credits - World History*, Geography & Economics*<br>2 credits - US History* or Honors US History*<br>1 credit - Government*<br>1 credit - Economics<br>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 AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

**Admission Requirements and Process**

- Student must be enrolled at Audeo III and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo III Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo III Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

**Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### *HiSet Option*

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. Audeo III students will be able to take the HiSET on-site at an Audeo III resource center, exclusively open to Audeo III students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### *Option 2 Graduation Course Requirements*

<table>
<tr><th colspan="2">English (6 semester credits)</th><th colspan="2">Mathematics (4 semester credits)</th></tr>
<tr><td colspan="2">English 1,2 or higher</td><td colspan="2">Including Algebra 1, 2 OR Integrated Math 1, 2 or higher</td></tr>
<tr><th colspan="2">Science (4 semester credits)</th><th colspan="2">History - Social Science (6 semester credits)</th></tr>
<tr><td colspan="2">Including Biology 1, 2, and one year of a physical science</td><td colspan="2">World History<br>Geography & Economics 1, 2<br>US History 1, 2<br>Government 1<br>Economics 1</td></tr>
<tr><th>General Electives<br>(1 semester credit)</th><th>Pathways Portfolio<br>(1 semester credit)</th><th colspan="2">Physical Education<br>(4 semester credits)</th></tr>
<tr><td>Recommended courses from our current General Electives list</td><td>All students must present a senior portfolio (met through the Pathways Exhibition course).</td><td colspan="2">All students will complete 4 semester credits of Physical Education.</td></tr>
<tr><th colspan="4">World Languages and Visual/Performing Arts (2 semester credits)</th></tr>
<tr><td colspan="2">Option A:<br>2 credits - World Language (both semesters must by the same language)</td><td colspan="2">Option B:<br>2 credits - Visual/Performing Arts</td></tr>
<tr><th colspan="4">CTE/Service Learning/WEE (2 semester credits)</th></tr>
<tr><td>Option A:<br>2 credits - CTE (Career Technical Education)</td><td>Option B:<br>2 credits - Service Learning (120 hours total of community service)</td><td colspan="2">Option C:<br>Work Experience Education (240 hours of paid employment)</td></tr>
<tr><th colspan="4">Grade Point Average (GPA)</th></tr>
</table>

| |
|---|
| Students must have a minimum GPA of 2.0 in the required courses for Option 2. |

### *College Admission Requirements*

At Audeo III, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.
For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:
www.act.org or www.collgeboard.org

| Elements | Community College | California State University (CSU) | University of California (UC) |
|---|---|---|---|
| High School Education | Diploma, GED, or CHSPE | Diploma *(including UC/CSU-approved coursework)* | Diploma *(including UC/CSU-approved coursework)* |
| 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 | ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing |

### *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 an Audeo III - approved accredited school or district outside of Audeo III must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### *Grade Validation*

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo III.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo III will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### *College Course Credit*

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### *Graduating Class Year Determination*

Students who satisfy graduation requirements by the end of July of the school year (i.e., 20-21, 21-22, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### *Graduation Ceremony*

Graduation is a special and dignified event. Audeo III commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all

portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

**Graduation Ceremony Expectations**
- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### *Senior Exit Orientation*
Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in an Audeo III June graduation ceremony.

### *Pathways: Education with a Purpose*
Upon enrollment at Audeo III and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### *Pathways/Naviance Family Connection*
Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### *Availability of Prospectus*

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### *English Learners*

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### *Involuntary Removal Process*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

# Enrollment, Student, & Health Services

### *Resource Center Transfer Requests*

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### *Enrollment/Transfer Process*

Students who choose to discontinue enrollment at Audeo III may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet Audeo III attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at https://audeo3.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_EUHSD.pdf.

### *Transcript and Records Requests*

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, https://audeo3.com/request-transcripts/.

### *Attendance Verification*

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### *Work Permits*

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Audeo III attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### *Health Program*

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### *Health Screenings*

Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### *Availability of Health Insurance*

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that

works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:
http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

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*

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

**Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

~~California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school.~~

~~Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.~~

~~These required immunizations include:~~

**Entering Kindergarten:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
~~1.~~2. Polio - Four (4) doses
~~2.~~3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
~~3.~~4. Hepatitis B (Hep B) - Three (3) doses
~~4.~~5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

**Formatted:** Indent: Left: 1"

**Entering 7th Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose

2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). 44~~and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.~~

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
    a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
    b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
    c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.~~

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 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. ~~Audeo III shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.~~

Immunization laws currently in effect may be found at ~~http://www.shotsforschool.org/laws/~~ http://www.shotsforschool.org.

Field Code Changed

A complete copy of Audeo III's Immunizations Policy is available on the school website.

## *Diabetes*

Audeo III provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

## *Administration of Medications Policy*

Audeo III staff is responsible for overseeing the administration of medication to students attending Audeo III during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

## *Administration of Medication Policy*

Audeo Charter School III ("Charter School") staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

**Definitions**

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.

- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

**Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication**
Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
2. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

**Staff Training and Emergency Response**
Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian 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).

**Administration of Medication**

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil 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 health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

**Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.
    d. Method by which the student is required to take the medication.
    e. Time the medication is to be taken during the regular school day.
    f. Date(s) on which the student is required to take the medication.
    g. Authorized health care provider's name and contact information.
    h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

****

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

## *Free and Reduced-Price Meals*

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

## *Student Wellness Policy*

Audeo Charter School III ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-

quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

**Implementation Plan**
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at www.audeo3.com.

**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 in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

**Community Involvement, Outreach and Communications**
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

**II. Nutrition**

**Charter School Meals**
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

**Water**
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

**Competitive Foods and Beverages**
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

**Celebrations and Rewards**
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

**Nutrition Promotion**

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

**Food and Beverage Marketing in Schools**

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

## IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

**Community Partnerships**
The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

**Professional Learning**
When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

****

## *Human Trafficking Prevention*

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (https://audeo3.com/student-and-parent-handbook/).Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## *Mental Health Services*

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – ~~y~~Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours~~coming into the counseling office during school hours and making an appointment to speak with a counselor~~. The counseling office can also be

reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at (858) 678-2050.

Available in the Community:

- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The 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 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 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:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
lalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**
Audeo III partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit www.audeo3.com.

# Key School Policies

### *Student Responsibilities*

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### *Student Academic Integrity & Citizenship*

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### *Internet/Student Use of Technology Policy and Acceptable Use Agreement*

Technology and access to the internet are part of the learning opportunities available at Audeo III. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo III technology.

*Student Use of Technology Policy*

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Charter School III ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

**Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring.
Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site, including, but not limited to:

i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

****

## *Acceptable Use Agreement*

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering

system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

    a. Playing games or online gaming.

    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

    g. Conducting for-profit business.

    h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

    i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

    j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

    k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities,

computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### *Loitering Law*

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any
establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that

juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

## *Suspension and Expulsion Policy*

**Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Charter School III ("AUDEO III" or "Charter School"). In creating this policy, AUDEO III has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AUDEO III is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO III's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AUDEO III staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The AUDEO III administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights

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

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that

has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or

her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO III employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AUDEO III officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO III officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

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

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

**D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of AUDEO III's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AUDEO III to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

AUDEO III may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO III or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. AUDEO III must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, AUDEO III must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO III. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

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

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**J. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO III.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

AUDEO III shall maintain records of all student suspensions and expulsions at AUDEO III. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from AUDEO III as the Board of Directors' decision to expel shall be final.

**M. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AUDEO III shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from AUDEO III shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUDEO III for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or AUDEO III who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AUDEO III's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

AUDEO III shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO III or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO III agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO III believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO III, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO III agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding

placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

AUDEO III shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AUDEO III supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other AUDEO III personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AUDEO III supervisory personnel.

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

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

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

****

### *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 will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### *Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy*

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Charter School III ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### *Lost or Damaged School Property*

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### *Parents' Responsibilities*

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.

- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

**Parents' Role in Discipline and Behavior**
Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

## *Emergency Procedures and School Safety Plan*

Audeo III Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo III defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo III Comprehensive School Safety Plan is available on the school website and at each Resource Center.

## *School Bus and Passenger Safety*

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

## Transportation Safety Plan

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made

available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

**Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

  "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

**Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.

3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;
    c. Times when the passenger restraint systems should be fastened and released; and
    d. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit

of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.

5. Maps and directions from the teacher/coach should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

### *Non-Discrimination Statement*

Audeo III ("charter school) is committed to equal opportunity for all individuals in education. Audeo III shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Audeo III does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo III adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo III also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo III does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo III does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo III will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo III Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, AUDEO III (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO III complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator")**:

Tim Tuter
Executive Director
858-678-2042

ttuter@altusschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's 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 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.

* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
   b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to

knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO III's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO III investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

AUDEO III has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

   AUDEO III advises students:
   a. To never share passwords, personal data, or private photos online.
   b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
   c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
   d. To consider how it would feel receiving such comments before making comments about others online.

   AUDEO III informs Charter School employees, students, and parents/guardians of AUDEO III's policies regarding the use of technology in and out of the classroom. AUDEO III encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

AUDEO III employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO III advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AUDEO III and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO III's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO III informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

**3. Professional Development**

AUDEO III annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO III employees who have regular interaction with students.

AUDEO III informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO III, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO III encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO III's students.

**Grievance Procedures**

**1. Scope of Grievance Procedures**

AUDEO III will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on

the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the AUDEO III UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO III will utilize the following grievance procedures in addition to its UCP when applicable.

**2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO III will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**3. Supportive Measures**
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO III's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO III's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO III will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO III to provide the supportive measures.

**4. Investigation and Response**
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO III, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
        - A statement that AUDEO III prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - AUDEO III may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO III's policies.
    - AUDEO III may remove a respondent from AUDEO III education program or activity on an emergency basis, in accordance with AUDEO III's policies, provided that AUDEO III undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, AUDEO III may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO III offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
            - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
        - Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - AUDEO III will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
    - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO III shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
    - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
    - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
    - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, AUDEO III will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in AUDEO III's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO III policy.
  - AUDEO III may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AUDEO III; or
    - The specific circumstances prevent AUDEO III from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO III will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - AUDEO III will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of AUDEO III's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

**5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO III or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO III in response to a formal complaint of sexual harassment.

**6. Right of Appeal**

Should the reporting individual find AUDEO III's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO III's decision or resolution, submit a written appeal to the Chairperson of the Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO III will implement appeal procedures equally for both parties.
- AUDEO III will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

**7. Recordkeeping**
All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO III will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

****

## *Educational Equity and Immigration Status Policy*

Audeo Charter School III ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.
Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

**Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.

- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate

- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and

g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

**Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that

the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

*Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

*Additional Resources*

In the event that a student's family member is detailed, 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*

*Audeo Charter School III ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

**Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy"*: publicizing or distributing confidential or private material without permission.

*On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[1] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

---

[1] "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.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

*Off- Site Expression*

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

****

## *Teacher Qualifications*

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

## *Communication*

Audeo III seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all Audeo III information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

## *Uniform Complaint Policy and Procedures ("UCP")*

Board Policy #: 1500
Adopted/Ratified: May 5, 2009
Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

   i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

   ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

   iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

**Compliance Officers**
The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

**Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language
The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**
  Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

  All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**
  Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**
  The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

  The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
  A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**
  Audeo shall issue an investigation report (the "Decision) based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The Decision shall include:
  1. The findings of fact based on evidence gathered.
  2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.

  3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.

4. The legal conclusion in Audeo's Decision is inconsistent with the law.

5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## *Student Fees Policy*

This student fees policy has been adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School III ("Audeo" or "Charter School").

**General Statement of Policy**
No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

**I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

**II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

**III. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code §

49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

**IV. Voluntary Contributions**

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

**V. Notice**

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

**VI. Complaint and Remedy Procedures**

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

****

## *Suicide Prevention Policy*

The Governing Board of Audeo Charter School III ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

**Prevention and Instruction**
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma

associated with seeking mental health, substance abuse, gender identity, or other support services.

**Staff Development**
Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

**Intervention and Emergency Procedures**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred;

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**Employee Qualifications and Scope of Services**
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## *Education for Homeless Children and Youth Policy*

The Governing Board of Audeo Charter School III ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Rachel Thomas~~Ana Maria Rojas, Equity and Inclusion ~~Officer~~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.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**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)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career 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 will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes

the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

****

A copy of the complete board policy is available on the Charter School website.

## *Education for Foster and Mobile Youth Policy*

**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

- "*Former juvenile court school pupil*" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an

agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

**Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

**~~Rachel Thomas~~Ana Maria Rojas**
**Equity and Inclusion ~~Officer~~Administrator**
~~rthomas@charterschool-sandiego.net~~arojas@altusschools.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.

2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff,

including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion ~~Officer~~ Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth

may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not

prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

**Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], 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.

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.

[2] 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.

**Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion ~~Officer~~ Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the

student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. 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 graduation requirements within the student's fifth year of high school, the Equity and Inclusion ~~Officer~~ Administrator or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide 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.

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.

****

**Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## *Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education*

**A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable

about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or

procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a

Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what

assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the

effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)-393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

   - Present written and oral evidence.

   - Question and cross-examine witnesses.

   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special

Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office

50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

****

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

## *Special Education/Students with Disabilities/Child Find*

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Sharnita Moore, School Coordinator at (858) 678-2050.

## *Education Records and Student Information Policy*

The Governing Board of Audeo Charter School III ("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*": 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
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Degrees, honors, and awards received
    12. The most recent educational agency or institution attended
    13. 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; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends

to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. **Copies of Education Records**

   Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. **Request for Amendment to Education Records**

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

   a. Inaccurate.
   b. Misleading.
   c. In violation of the privacy rights of the student.

   Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

   If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. **Hearing to Challenge Education Record**

   If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

   The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release

information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off

premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

**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.

****

A copy of the complete Policy is available on the school website.

## *Professional Boundaries: Staff/Student Interaction Policy*

Audeo Charter School III ("Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

**I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)

(4) Clarify that improper action will have significant consequences.

(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

(6) Define the process that Charter School will use for addressing potential improper conduct.

(7) Preserve student and staff privacy rights during any pending investigation.

**II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability

to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.

7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.

12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

**VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

**VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

**VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

# Holidays and School Breaks

| | |
|---|---|
| **Independence Day** | July 4, 2022 |
| **Labor Day** | September 5, 2022 |
| **Veterans Day** | November 11, 2022 |
| **Thanksgiving Holiday** | November 21-25, 2022 |
| **Winter Break** | December 19, 2022 – January 2, 2023 |
| **Martin Luther King, Jr. Day** | January 16, 2023 |
| **Presidents' Day Holiday** | February 17 – 20, 2023 |
| **Spring Break** | March 27 –31, 2023 |
| **Memorial Day** | May 29, 2023 |
| Juneteenth | June 19, 2023 |

## Welcome to
# Audeo Valley Charter School
*Transforming Lives*

You are enrolled in one of the best charter schools in California. Audeo Valley Charter School ("Audeo Valley," the "School," or the "Charter School") has been repeatedly recognized for its quality instructional program and strong operational performance.

Here at Audeo Valley, we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at Audeo Valley. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

Audeo Valley is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## *Official School Correspondence*

All correspondence for the school and its staff should be mailed to:
10170 Huennekens Street
San Diego, CA 92121

# Table of Contents


| | |
|---|---|
| **School Holiday Calendar** | **Inside front cover** |
| **About Our School** | **7** |
| **Instructional Program** | **9** |
| Instructional Program | 10 |
| Home/School Partnership | 11 |
| Parent Involvement Policy (Full Board Policy) | 11 |
| Attendance, Lessons, and Course Credits | 18 |
| Year-round School Year | 19 |
| Student Assessments | 19 |
| High School Diploma/Graduation Options and Requirements | 20 |
| College Admission Requirements | 24 |
| NCAA Eligibility | 24 |
| Cal Grant Program Notice | 24 |
| Grades and Course Credit | 25 |
| Graduation Class Year Determination | 25 |
| Graduation Ceremony | 25 |
| Graduation Ceremony Expectations | 25 |
| Senior Exit Orientation | 26 |
| Pathways | 26 |
| Availability of Prospectus | 27 |
| English Learners | 27 |
| Involuntary Removal Process | 27 |
| **Enrollment, Student, & Health Services** | **29** |
| Resource Center Transfer Requests | 31 |

Enrollment/Transfer Process 31
Transcripts and Records Requests 31
Attendance Verification 31
Work Permits 31
Health Program 32
Health Screenings 32
Availability of Health Insurance 32
Health Curriculum and Sexual Health Education 32
Immunizations and Control of Communicable Disease 33
Diabetes 35
Administration of Medications Policy 35
Free and Reduced-Price Meals 39
Student Wellness Policy 39
Human Trafficking Prevention 44
Mental Health Services 45
Pregnant and Parenting Students 46
Other Services/Resources 47

**Key School Policies 49**
Student Responsibilities 51
Student Academic Integrity and Citizenship 51
Internet/ Student Use of Technology Policy and Acceptable Use Agreement 51
Loitering Law 58
Suspension and Expulsion Policy 58
Dress Code 80
Cell Phones, Smartphones, Pagers and Other Electronic Signaling Devices Policy 81
Lost or Damaged School Property 82
Parents' Responsibilities 82
Parents' Role in Discipline and Behavior 83
Emergency Procedures and School Safety Plan 83
School Bus and Passenger Safety 83
Transportation Safety Plan 83
Non-Discrimination Statement 90
Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy 91
Educational Equity and Immigration Status Policy 104
Student Freedom of Speech and Expression Policy 111
Teacher Qualifications 115
Communication 116
Uniform Complaint Policy and Procedures ("UCP") 116
Student Fees Policy 125
Suicide Prevention Policy 129
Education for Homeless Children and Youth Policy 131
Education for Foster and Mobile Youth Policy 137
Section 504 144
Child Find/ Special Education/ Students with Disabilities 158
Education Records and Student Information Policy 159
Professional Boundaries: Staff/Student Interaction Policy 168

**Steps to Success (Student Learner Outcomes--SLOs)** **Inside Back Cover**

**Contact Information** **Back Cover**

# About Our School

Audeo Valley Charter School is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, Audeo Valley is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Audeo Valley serves students in grades 6-12.

### *Core Competency: Transforming Lives*

### *Mission - Why We Exist*

- To implement personalized and individualized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

### *Vision - What We Strive to Be*

- An educational option that offers a personalized and individualized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

### *Values - How We Do Our Work*

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Audeo Valley Charter School.

# Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At Audeo Valley, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation, one-on-one learning with a credentialed teacher, guest speaker events, tutoring, and field trips. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their Resource Center, via email or telephone within 24 hours.

Audeo Valley offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

Audeo Valley students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, Audeo Valley has many partnerships and alliances to provide community resources for students and their families.

### *Home/School Partnership*

The most important relationship we build is the one between the teacher, student, and the student's family. Audeo Valley encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### *Parent Involvement Policy*

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

#### *Title I Parent Involvement Policy*

Audeo Valley Charter School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The

Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

**Charter School Expectations and Objectives**
In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the

school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
    - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
    - The Title 1 Parent Information Meeting is held prior to Open House Events.

- The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
- Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.
    - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
    - The Title I Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
    - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
    - Parent emails and contacts are responded to in 24 business hours.
    - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**Home-School Compact**
The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

**Building Capacity for Involvement**
The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
    - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
    - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.

- Parental involvement is a key feature of the teacher training program.

4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.

5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.

6. Provide support for parental involvement activities requested by Title I parents.
    - Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

**Accessibility**
Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

****

A copy of the Charter School's complete Policy is available on the website.

## *Attendance, Lessons, and Course Credits*

Unlike traditional schools where attendance is measured by being physically present in a classroom, Audeo Valley measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at Audeo Valley, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of Audeo Valley's Independent Study Policy is available on the school website.

### *Year-round School Year*

Audeo Valley has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on your School's website.)

### *Student Assessments*

Students at Audeo Valley are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our Audeo Valley program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

Audeo Valley staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.
If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

### *California Assessment of Student Performance and Progress ("CAASPP")*

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

| Assessments | Subject(s) | Grade Level(s) | Approximate Dates |
|---|---|---|---|
| NWEA Measures of Academic Progress (MAP) | Reading, Language Usage, Mathematics | 6-11 | Sept.-Oct. & March-April |
| English Language Proficiency Assessments for California (ELPAC) | English Language-Reading, Writing, Listening and Speaking | 6-12 English Learners | February-March |
| Physical Fitness Test (PFT) | Physical Fitness Evaluation | 7, 9 | February |

| | | | | |
|---|---|---|---|---|
| California Assessment of Student Performance & Progress (CAASP) | Smarter Balanced | English Language Arts, Mathematics | 6-8, 11 | May-June |
| | California Standards Tests (CST)/California Modified Assessment (CMA) | Science | 8, 10 | May-June |

### *Audeo Valley High School Graduation Options*

Audeo Valley provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at Audeo Valley is dedicated to offering many opportunities for students to succeed. Audeo Valley offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

### *Option 1 High School Diploma*

Students graduating with an Option 1 High School Diploma from Audeo Valley must complete 42 Semester Credits in grades 9-12. Audeo Valley's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

### *Audeo Valley High School Graduation Course Requirements*

| **English** *(8 semester credits)* | **Mathematics** *(6 semester credits)* |
|---|---|
| 4 credits - English 1-4* | 2 credits - Algebra or Integrated Math 1<br>2 credits - Geometry or Integrated Math 2 |

<table>
<tr><td colspan="2">2 credits - American Literature* or Honors American Literature*<br>2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*<br>*4 years required</td><td colspan="2">2 credits - Intermediate Algebra* or Integrated Math 3<br>2 credits - Pre-calculus* or Honors Pre-calculus<br>2 credits - Statistics*<br>*3 years required, 4 years recommended</td></tr>
<tr><td colspan="2">Science (4 semester credits)</td><td colspan="2">History-Social Science (6 semester credits)</td></tr>
<tr><td colspan="2">2 credits - Physical Science (Earth Science, Physics*, Chemistry*, or Honors Chemistry*)<br>2 credits - Life Science (Biology*)<br>*2 years required, 3 years recommended</td><td colspan="2">2 credits - World History*, Geography & Economics*<br>2 credits - US History* or Honors US History*<br>1 credit - Government*<br>1 credit - Economics<br>2 credits - AP Human Geography (elective)</td></tr>
<tr><td>General Electives<br>(9 semester credits)</td><td>Physical Education<br>(4 semester credits)</td><td colspan="2">Pathways Portfolio<br>(1 semester credit)</td></tr>
<tr><td>Students have the option of choosing from a wide range of general elective options.<br>UC/CSU: 2 credits - Approved electives in the same area</td><td>All students will complete 4 semester credits of Physical Education.</td><td colspan="2">All students must present a senior portfolio (met through the Pathways Exhibition course).</td></tr>
<tr><td colspan="4">World Language OR Visual/ Performing Arts (2 semester credits)</td></tr>
<tr><td>Option A:<br>2 credits - World Language (both semesters must be the same language)</td><td>Option B:<br>2 credits - Visual/Performing Arts</td><td colspan="2">UC/CSU Option:<br>4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended)<br>2 credits - Visual/Performing Arts (both semesters need to be the same course)</td></tr>
<tr><td colspan="4">CTE/Service Learning/WEE (2 semester credits)</td></tr>
<tr><td colspan="2">Option A:<br>2 credits - CTE (Career Technical Education)</td><td>Option B:<br>2 credits - Service Learning (120 hours total of community service)</td><td>Option C:<br>2 credits - Work Experience Education (240 hours of paid employment)</td></tr>
<tr><td colspan="4">Grade Point Average (GPA)</td></tr>
<tr><td colspan="4">All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.</td></tr>
<tr><td colspan="4">*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.</td></tr>
</table>

## *Option 2 High School Diploma*

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

**Eligibility Criteria**
The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Audeo Valley Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

**Admission Requirements and Process**
- Student must be enrolled at a Audeo Valley school and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the Audeo Valley Option 2 Committee, outlining why this option best meets the needs of this student.
- Audeo Valley Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

**Additional requirements include:**
- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

## *HiSet Option*
The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. Audeo Valley students will be able to take the HiSET on-site at an Audeo Valley resource center, exclusively open to Audeo Valley students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### *Option 2 Graduation Course Requirements*

| **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<br>Geography & Economics 1, 2 |

| | | |
|---|---|---|
| | US History 1, 2<br>Government 1<br>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:***<br>2 credits - World Language (both semesters must by the same language) | ***Option B:***<br>2 credits - Visual/Performing Arts | |
| **CTE/Service Learning/WEE** ***(2 semester credits)*** | | |
| ***Option A:***<br>2 credits - CTE (Career Technical Education) | ***Option B:***<br>2 credits - Service Learning (120 hours total of community service) | ***Option C:***<br>Work Experience Education (240 hours of paid employment) |
| **Grade Point Average** ***(GPA)*** | | |
| Students must have a minimum GPA of 2.0 in the required courses for Option 2. | | |

## *College Admission Requirements*

At Audeo Valley, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below. For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites: www.act.org or www.collegeboard.org

| Elements | Community College | California State University (CSU) | University of California (UC) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| High School Education | Diploma, GED, or CHSPE | Diploma *(including UC/CSU-approved coursework)* | Diploma *(including UC/CSU-approved coursework)* |
| 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 | ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing |

### *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 Audeo Valley - approved accredited school or district outside of Audeo Valley must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### *Grade Validation*

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from Audeo Valley.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

Audeo Valley will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### *College Course Credit*

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### *Graduating Class Year Determination*

Students who satisfy graduation requirements by the end of July of the school year (i.e., 16-17, 17-18, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### *Graduation Ceremony*

Graduation is a special and dignified event. Audeo Valley commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from Audeo Valley must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

**Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.

- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### *Senior Exit Orientation*

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a Audeo Valley June graduation ceremony.

### *Pathways: Education with a Purpose*

Upon enrollment at Audeo Valley and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### *Pathways/Naviance Family Connection*

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### *Availability of Prospectus*

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### *English Learners*

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### *Involuntary Removal Process*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to

present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

# Enrollment, Student, & Health Services

### *Resource Center Transfer Requests*

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### *Enrollment/Transfer Process*

Students who choose to discontinue enrollment at Audeo Valley may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to

continue to meet Audeo Valley attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at https://audeovalley.com/wp-content/uploads/2021/06/Charter-School-Complaint-Notice-and-Form_RCOE.pdf.

### *Transcript and Records Requests*

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, https://audeovalley.com/**request-transcripts**/.

### *Attendance Verification*

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one-week lead time.

### *Work Permits*

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting Audeo Valley attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### *Health Program*

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### *Health Screenings*

Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### *Availability of Health Insurance*

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### *Health Curriculum and Sexual Health Education*

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to

use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker

- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 6-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### *Immunizations and Control of Communicable Disease*

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

**Required Immunizations, Records and Reports**

California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

~~California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school.~~

~~Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those~~

~~students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.~~

~~These required immunizations include:~~

**Entering Kindergarten:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
~~1.~~2. Polio - Four (4) doses
~~2.~~3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
~~3.~~4. Hepatitis B (Hep B) - Three (3) doses
~~4.~~5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

**Formatted:** Indent: Left: 1"

**Entering 7th Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). ~~and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.~~

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice

medicine in California pursuant to Health and Safety Code Section 120370.

a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.

b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.

c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.~~

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 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.~~Audeo Valley shall cooperate with the CDPH to prevent~~

~~and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.~~

Immunization laws currently in effect may be found at ~~http://www.shotsforschool.org/laws/~~ http://www.shotsforschool.org.

Field Code Changed

A complete copy of Audeo Valley's Immunizations Policy is available on the school website.

## *Diabetes*

Audeo Valley provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

## *Administration of Medications Policy*

Audeo Valley staff is responsible for overseeing the administration of medication to students attending Audeo Valley during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

## *Administration of Medication Policy*

Audeo Valley Charter School ("Charter School") staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

**Definitions**

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.

- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.

- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.

- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

**Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication**
Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
2. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

**Staff Training and Emergency Response**
Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. <u>Response to Anaphylactic Reaction</u>

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an

anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian 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).

**Administration of Medication**
Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil 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 health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

**Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.
    d. Method by which the student is required to take the medication.
    e. Time the medication is to be taken during the regular school day.
    f. Date(s) on which the student is required to take the medication.
    g. Authorized health care provider's name and contact information.
    h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

****

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

### *Free and Reduced-Price Meals*

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### *Student Wellness Policy*

Audeo Valley Charter School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.

- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

**Implementation Plan**
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at www.audeovalley.com.

**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 in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

**Community Involvement, Outreach and Communications**
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. Nutrition

**Charter School Meals**
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

**Water**
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

**Competitive Foods and Beverages**
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

**Celebrations and Rewards**
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

**Nutrition Promotion**
The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

**Food and Beverage Marketing in Schools**
The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

## IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the

same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

**Community Partnerships**
The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

**Professional Learning**
When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

****

## *Human Trafficking Prevention*

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (https://audeovalley.com/**student-parent-handbook**/). Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## *Mental Health Services*

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Yyour child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hourscoming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (858) 678-2020. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 678-2050 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at (858) 678-2050.

Available in the Community:

- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The 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 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 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:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
lalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**

Audeo Valley partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on

learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 678-2050, OR visit www.audeovalley.com.

# Key School Policies

### *Student Responsibilities*

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### *Student Academic Integrity & Citizenship*

At Audeo Valley, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### *Internet/Student Use of Technology Policy and Acceptable Use Agreement*

Technology and access to the internet are part of the learning opportunities available at Audeo Valley. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to Audeo Valley technology.

#### *Student Use of Technology Policy*

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Audeo Valley Charter School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

**Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian

shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

    a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

    b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

a) A message, text, sound, video, or image.

b) A post on a social network Internet Web site, including, but not limited to:

i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

****

## *Acceptable Use Agreement*

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

   a. Playing games or online gaming.

   b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

   c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

   d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

   e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

   f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

   g. Conducting for-profit business.

h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

## *Loitering Law*

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

## *Suspension and Expulsion Policy*

**Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Audeo Valley Charter School ("AUDEO" or "Charter School"). In creating this policy, AUDEO has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AUDEO is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AUDEO's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AUDEO staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The AUDEO administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school

grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

    l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or

student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a

of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

   k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

   m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and

including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall

be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or AUDEO employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AUDEO officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to

contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AUDEO officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

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

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

**D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral

hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

AUDEO may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AUDEO or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or

legal counsel, and (c) elect to have the hearing closed while testifying.

2. AUDEO must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, AUDEO must present evidence that the witness' presence is both desired by the witness and will be helpful to AUDEO. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled

to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

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

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth

herein.

**J. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AUDEO.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

AUDEO shall maintain records of all student suspensions and expulsions at AUDEO. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from AUDEO as the Board of Directors' decision to expel shall be final.

**M. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AUDEO shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from AUDEO shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AUDEO for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or AUDEO who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the

Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AUDEO's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

AUDEO shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AUDEO or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and AUDEO agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AUDEO believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or AUDEO, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AUDEO agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AUDEO supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other AUDEO personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AUDEO supervisory personnel.

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

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

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

****

## *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 will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

## *Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy*

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Audeo Valley Charter School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.

- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### *Lost or Damaged School Property*

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will

provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

## *Parents' Responsibilities*

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

**Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

## *Emergency Procedures and School Safety Plan*

Audeo Valley Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

Audeo Valley defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the Audeo Valley Comprehensive School Safety Plan is available on the school website and at each Resource Center.

## *School Bus and Passenger Safety*

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan

## Transportation Safety Plan

Because Audeo Valley Charter School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

**Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

  "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

**Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the

street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.

2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.

   h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
   i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
   j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
   a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
   a. Proper fastening and release of the passenger restraint system;
   b. Acceptable placement of passenger restraint systems on students;
   c. Times when the passenger restraint systems should be fastened and released; and
   d. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher/coach should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

### *Non-Discrimination Statement*

Audeo Valley is committed to equal opportunity for all individuals in education. Audeo Valley shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

Audeo Valley does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Audeo Valley adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or

delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

Audeo Valley also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

Audeo Valley does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Audeo Valley does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Audeo Valley will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Audeo Valley Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school

safety, and contribute to a hostile school environment. As such, Audeo Valley Charter School ("AUDEO" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. AUDEO complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator")**:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

**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. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's 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 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.

* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in AUDEO's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that AUDEO investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

AUDEO has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

    AUDEO advises students:
    a. To never share passwords, personal data, or private photos online.

b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

AUDEO informs Charter School employees, students, and parents/guardians of AUDEO's policies regarding the use of technology in and out of the classroom. AUDEO encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

**2. Education**

AUDEO employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AUDEO advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AUDEO and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AUDEO's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AUDEO informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

**3. Professional Development**

AUDEO annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AUDEO employees who have regular interaction with students.

AUDEO informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AUDEO, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AUDEO encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AUDEO's students.

**Grievance Procedures**

**1. Scope of Grievance Procedures**

AUDEO will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the AUDEO UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, AUDEO will utilize the following grievance procedures in addition to its UCP when applicable.

**2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AUDEO will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**3. Supportive Measures**
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant

of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AUDEO's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AUDEO's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AUDEO will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AUDEO to provide the supportive measures.

**4. Investigation and Response**
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AUDEO, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;

        - A statement that AUDEO prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - AUDEO may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AUDEO's policies.
    - AUDEO may remove a respondent from AUDEO education program or activity on an emergency basis, in accordance with AUDEO's policies, provided that AUDEO undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, AUDEO may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AUDEO offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
            - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
        - Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - AUDEO will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
    - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AUDEO shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
    - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, AUDEO will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in AUDEO's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AUDEO policy.
  - AUDEO may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AUDEO; or
    - The specific circumstances prevent AUDEO from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AUDEO will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - AUDEO will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of AUDEO's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

**5. Consequences**
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AUDEO or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AUDEO in response to a formal complaint of sexual harassment.

**6. Right of Appeal**
Should the reporting individual find AUDEO's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AUDEO's decision or resolution, submit a written appeal to the Chairperson of the Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AUDEO will implement appeal procedures equally for both parties.
- AUDEO will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

**7. Recordkeeping**
All records related to any investigation of complaints under this Policy are maintained in a secure location.

AUDEO will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

****

## *Educational Equity and Immigration Status Policy*

Audeo Valley Charter School ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools,

including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.
Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

**Responding to Hate Crimes and Bullying**
Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.
Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**
School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.

- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*
As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:
- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency

- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.
Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.
*Social Security Information:*
Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**
Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.

Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;

(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.
Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.

2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

3. Ask the officer his/her reason for being on school grounds and document it.

4. Ask the officer to product an documentation that authorizes school access.

5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.

6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:

    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official

    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant

    c. Subpoena for production of documents or other evidence

        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed

8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document.

If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus

9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

    a. List or copy of the officer's credentials and contact information;

    b. Identity of all school personnel who communicated with the officer;

    c. Details of the officer's request;

    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;

    e. Charter School personnel's response to the officer's request;

    f. Any further action taken by the agent; and

    g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.

11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).

12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

**Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports,

Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

*Family Safety Plan*
To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

*Additional Resources*
In the event that a student's family member is detailed, 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*

*Audeo Valley Charter School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

**Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. *"Violating Privacy":* publicizing or distributing confidential or private material without permission.

*On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[1] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the 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

[1] "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.

designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

*Off- Site Expression*

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

****

## *Teacher Qualifications*

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

## *Communication*

Audeo Valley seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all Audeo Valley information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

## *Uniform Complaint Policy and Procedures ("UCP")*

Board Policy #: 1500
Adopted/Ratified: May 5, 2009
Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo or Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;

- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or

47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

**Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

**Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.

3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

11. A statement that copies of Audeo's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

  Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, orby a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or

bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Audeo shall issue an investigation report (the "Decision) based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with

Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.

4. The legal conclusion in Audeo's Decision is inconsistent with the law.

5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a

party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## *Student Fees Policy*

This student fees policy has been adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Valley Charter School ("Audeo" or "Charter School").

**I. General Statement of Policy**

No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

**II. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

**III. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

**IV. Lawful Fees**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or

excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

## V. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

## VI. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

## VII. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to 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.

****

## *Suicide Prevention Policy*

Audeo Valley Charter School ("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, Charter School has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

**Prevention and Instruction**
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of

mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

**Staff Development**
Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

**Intervention and Emergency Procedures**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred;

    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other

adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**Employee Qualifications and Scope of Services**
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## *Education for Homeless Children and Youth Policy*

Audeo Valley Charter School ("Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Rachel Thomas~~Ana Maria Rojas
**Equity and Inclusion ~~Officer~~Administrator**
858-678-4818
10170 Huennekens Street
San Diego, CA 92121

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School .

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain

assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**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)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career 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 will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

****

A copy of the complete board policy is available on the Charter School website.

## *Education for Foster and Mobile Youth Policy*

**Introduction**

Audeo Valley Charter School ("Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare

and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

- "*Former juvenile court school pupil*" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

<u>Foster and Mobile Youth Liaison</u>

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:

~~**Rachel Thomas**~~**Ana Maria Rojas**
**Equity and Inclusion ~~Officer~~Administrator**
~~rthomas@charterschool-sandiego.net~~arojas@altusschools.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion ~~Officer~~ Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to

address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], 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.

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 pupils participating in a newcomer program who are in their

[2] 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.

third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion ~~Officer~~ Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. 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 graduation requirements within the student's fifth year of high school, the Equity and Inclusion ~~Officer~~ Administrator or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide 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.

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.

****

**Availability of Complete Policy**
For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## *Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education*

**A. SECTION 504 POLICY**

Audeo Valley Charter School ("Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending,

speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

**A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:

a. has a physical or mental impairment that substantially limits one or more major life activities;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. **Referral, Assessment and Evaluation Procedures**

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

    c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. **504 Plan**

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. **Review of the Student's Progress**

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. **Procedural Safeguards**

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

   - Examine relevant records
   - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
   - Have the right to file a Uniform Complaint pursuant to Charter School policy
   - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   10170 Huennekens Street, San Diego, CA 92121
   (619)-393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
    - The specific decision or action with which the parent/guardian disagrees.
    - The changes to the 504 Plan the parent/guardian seeks.
    - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
    - Mediation by a neutral third party.
    - Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:
    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
    - Present written and oral evidence.
    - Question and cross-examine witnesses.
    - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion, Special Procedures for Students with Disabilities**

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education

Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School .

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

    Office for Civil Rights, U.S. Department of Education
    San Francisco Office
    50 United Nations Plaza
    San Francisco, CA 94102
    (415) 486-5555 PHONE
    (415) 486-5570 FAX
    Email: OCR.SanFrancisco@ed.gov

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.

****

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

### *Special Education/Students with Disabilities/Child Find*

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations 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 Veronica Ballman, School Coordinator at (858) 678-2050.

## *Education Records and Student Information Policy*

Audeo Valley Charter School ("Charter School") 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*": 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
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended

13. 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; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest*": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;

2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and

5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;

2. The procedure for requesting amendment of records;

3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. **Copies of Education Records**

   Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. **Request for Amendment to Education Records**

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

a. Inaccurate.
b. Misleading.
c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

**3. Hearing to Challenge Education Record**

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate,

misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible

student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

**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.

****

A copy of the complete Policy is available on the school website.

## *Professional Boundaries: Staff/Student Interaction Policy*

Audeo Valley Charter School ("Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

**I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and

staff must know that the administration will investigate reports about possible misconduct.)

(4) Clarify that improper action will have significant consequences.

(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

(6) Define the process that Charter School will use for addressing potential improper conduct.

(7) Preserve student and staff privacy rights during any pending investigation.

## II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the

following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

**VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal

counsel, as appropriate, prior to, during, and after conducting any investigation.

**VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

**VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

# Holidays and School Breaks

| | |
|---|---|
| **Independence Day ~~(observed)~~** | July ~~4~~5, 2022~~1~~ |
| **Labor Day** | September ~~5~~6, 2022~~1~~ |
| **Veterans Day** | November 11, 2022~~1~~ |
| **Thanksgiving Holiday** | November 2~~1~~2-2~~5~~6, 2022~~1~~ |
| **Winter Break** | December 1~~9~~8, 2022~~1~~ – January 2, 2023~~2~~ |
| **Martin Luther King, Jr. Day** | January 1~~6~~7, 2023~~2~~ |
| **Presidents' Day Holiday** | February 1~~7~~8 – 2~~0~~1, 2023~~2~~ |
| **Spring Break** | March 2~~7~~8 – ~~April~~ 31, 2023~~2~~ |
| **Memorial Day** | May 29~~30~~, 2023~~2~~ |
| **Juneteenth** | June 19, 2023 |

## Welcome to
# Grossmont Secondary School
*Transforming Lives*

You are enrolled in one of the best charter schools in California. At Grossmont Secondary School ("GSS," the "School," or the "Charter School") we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at GSS. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

GSS is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## *Official School Correspondence*

All correspondence for the school and its staff should be mailed to:
111 Fletcher Parkway

El Cajon, CA 92020

# Table of Contents


| | |
|---|---|
| **School Holiday Calendar** | **Inside front cover** |
| **About Our School** | **7** |
| **Instructional Program** | **9** |
| Instructional Program | 10 |
| Home/School Partnership | 11 |
| Parent Involvement Policy 11 | |
| Attendance, Lessons, and Course Credits | 18 |
| Year-round School Year | 19 |
| Student Assessments | 19 |
| High School Diploma/Graduation Options and Requirements | 20 |
| College Admission Requirements | 24 |
| NCAA Eligibility | 24 |
| Cal Grant Program Notice | 24 |
| Grades and Course Credit | 25 |
| Graduation Class Year Determination | 25 |
| Graduation Ceremony | 25 |
| Graduation Ceremony Expectations | 25 |
| Senior Exit Orientation | 26 |
| Pathways | 26 |
| Availability of Prospectus | 27 |
| English Learners | 27 |
| Involuntary Removal Process | 27 |
| **Enrollment, Student, & Health Services** | **29** |
| Resource Center Transfer Requests | 31 |
| Enrollment/Transfer Process | 31 |
| Transcripts and Records Requests | 31 |
| Attendance Verification | 31 |
| Work Permits | 31 |
| Health Program | 32 |
| Health Screenings | 32 |
| Availability of Health Insurance | 32 |
| Health Curriculum and Sexual Health Education | 32 |
| Immunizations and Control of Communicable Disease | 33 |
| Diabetes | 35 |
| Administration of Medications Policy | 35 |
| Free and Reduced Price Meals | 39 |
| Student Wellness Policy | 39 |
| Human Trafficking Prevention | 44 |
| Mental Health Services | 45 |

| | |
|---|---|
| Pregnant and Parenting Students | 46 |
| Other Services/Resources | 47 |
| | |
| **Key School Policies** | **49** |
| Student Responsibilities | 51 |
| Student Academic Integrity and Citizenship | 51 |
| Internet/ Student Use of Technology Policy and Acceptable Use Agreement | 51 |
| Loitering Law | 58 |
| Suspension and Expulsion Policy | 58 |
| Dress Code | 80 |
| Cell Phones, Smartphones, Pagers and Other Electronic Signaling Devices Policy | 81 |
| Lost or Damaged School Property | 82 |
| Parents' Responsibilities | 82 |
| Parents' Role in Discipline and Behavior | 83 |
| Emergency Procedures and School Safety Plan | 83 |
| School Bus and Passenger Safety | 83 |
| Transportation Safety Plan | 83 |
| Non-Discrimination Statement | 90 |
| Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy | 91 |
| Educational Equity and Immigration Status Policy | 104 |
| Student Freedom of Speech and Expression Policy | 111 |
| Teacher Qualifications | 115 |
| Communication | 116 |
| Uniform Complaint Policy and Procedures ("UCP") | 116 |
| Student Fees Policy | 125 |
| Suicide Prevention Policy | 129 |
| Education for Homeless Children and Youth Policy | 131 |
| Education for Foster and Mobile Youth Policy | 137 |
| Section 504 | 144 |
| Child Find/ Special Education/ Students with Disabilities | 158 |
| Education Records and Student Information Policy | 159 |
| Professional Boundaries: Staff/Student Interaction Policy | 168 |
| | |
| **Course Catalog** | **169** |
| Course List | 170 |
| English | 173 |
| Mathematics | 178 |
| Science | 183 |
| History - Social Science | 187 |
| Physical Education | 193 |
| World Language | 196 |
| Visual/Performing Arts | 200 |
| Career and Technical Education | 202 |
| General Electives | 211 |
| | |
| **Steps to Success (Student Learner Outcomes--SLOs)** | **Inside Back Cover** |
| | |
| **Contact Information** | **Back Cover** |

## About Our School

Grossmont Secondary School (GSS) is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, GSS is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Grossmont Secondary School serves students in grades 7-12.

***Core Competency: Transforming Lives***

***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Grossmont Secondary School.

# Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At GSS, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC")

approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each GSS Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

GSS also offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

GSS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, GSS has many partnerships and alliances to provide community resources for students and their families.

### *Home/School Partnership*

The most important relationship we build is the one between the teacher, student, and the student's family. GSS encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and

attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### *Parent Involvement Policy*

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

### *Title I Parent Involvement Policy*

Grossmont Secondary School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

**Charter School Expectations and Objectives**
In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
    - Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
    - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
    - The Title 1 Parent Information Meeting is held prior to Open House Events.
    - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
    - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.
    - Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
    - The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
    - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
    - Parent emails and contacts are responded to in 24 business hours.
    - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**Home-School Compact**
The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

**Building Capacity for Involvement**
The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
    - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPPOELL).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
    - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.
    - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.
6. Provide support for parental involvement activities requested by Title I parents.

- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

**Accessibility**
Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

****

A copy of the Charter School's complete Policy is available on the website.

### *Attendance, Lessons, and Course Credits*
Unlike traditional schools where attendance is measured by being physically present in a classroom, GSS measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at GSS, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of GSS's Independent Study Policy is available on the school website.

### *Year-round School Year*
GSS has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### *Student Assessments*
Students at GSS are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our GSS program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

GSS staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

### *California Assessment of Student Performance and Progress ("CAASPP")*

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

| Assessments | | Subject(s) | Grade Level(s) | Approximate Dates |
|---|---|---|---|---|
| NWEA Measures of Academic Progress (MAP) | | Reading, Language Usage, Mathematics | 7-11 | Sept.-Oct. & March-April |
| English Language Proficiency Assessments for California (ELPAC) | | English Language-Reading, Writing, Listening and Speaking | 7-12 English Learners | February-March |
| Physical Fitness Test (PFT) | | Physical Fitness Evaluation | 7, 9 | February |
| California Assessment of Student Performance & Progress (CAASP) | Smarter Balanced | English Language Arts, Mathematics | 7-8, 11 | May-June |
| | California Standards Tests (CST)/California Modified Assessment (CMA) | Science | 8, 10 | May-June |

### *GSS High School Graduation Options*

GSS provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at GSS is dedicated to offering many opportunities for students to succeed. GSS offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

### *Option 1 High School Diploma*

Students graduating with an Option 1 High School Diploma from GSS must complete 42 Semester Credits in grades 9-12. GSS's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

### *GSS High School Graduation Course Requirements*

| English *(8 semester credits)* | Mathematics *(6 semester credits)* |
|---|---|
| 4 credits - English 1-4*<br>2 credits - American Literature* or Honors American Literature*<br>2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*<br>**4 years required* | 2 credits - Algebra or Integrated Math 1<br>2 credits - Geometry or Integrated Math 2<br>2 credits - Intermediate Algebra* or Integrated Math 3<br>2 credits - Pre-calculus* or Honors Pre-calculus<br>2 credits - Statistics*<br>**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*)<br>2 credits - Life Science (Biology*)<br>**2 years required, 3 years recommended* | 2 credits - World History*, Geography & Economics*<br>2 credits - US History* or Honors US History*<br>1 credit - Government*<br>1 credit - Economics<br>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.<br>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:***<br>2 credits - World Language (both semesters must be the same language) | ***Option B:***<br>2 credits - Visual/Performing Arts | ***UC/CSU Option:***<br>4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended)<br>2 credits - Visual/Performing Arts (both semesters need to be the same course) |

| CTE/Service Learning/WEE *(2 semester credits)* | | |
|---|---|---|
| ***Option A:***<br>2 credits - CTE (Career Technical Education) | ***Option B:***<br>2 credits - Service Learning (120 hours total of community service) | ***Option C:***<br>2 credits - Work Experience Education (240 hours of paid employment) |

| Grade Point Average *(GPA)* |
|---|
| All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12. |
| ****Courses required for UC/CSU Admissions.*** **Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.** |

## *Option 2 High School Diploma*

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

**Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is

selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

**Admission Requirements and Process**

- Student must be enrolled at GSS and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the GSS Option 2 Committee, outlining why this option best meets the needs of this student.
- GSS Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

**Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### *HiSet Option*

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. GSS students will be able to take the HiSET on-site at aGSS resource center, exclusively open to GSSGSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### *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<br>Geography & Economics 1, 2<br>US History 1, 2<br>Government 1<br>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 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. | | |

## *College Admission Requirements*

At GSS, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.
For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:
www.act.org or www.collegeboard.org

| Elements | Community College | California State University (CSU) | University of California (UC) |
|---|---|---|---|
| High School Education | Diploma, GED, or CHSPE | Diploma *(including UC/CSU-approved coursework)* | Diploma *(including UC/CSU-approved coursework)* |
| 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 | ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing |

## *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 GSS - approved accredited school or district outside of GSS must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### *Grade Validation*

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from GSS.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

GSS will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### *College Course Credit*

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### *Graduating Class Year Determination*

Students who satisfy graduation requirements by the end of July of the school year (i.e., 21-22, 22-23, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### *Graduation Ceremony*

Graduation is a special and dignified event. GSS commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

**Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### *Senior Exit Orientation*

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a GSS June graduation ceremony.

### *Pathways: Education with a Purpose*

Upon enrollment at GSS and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### *Pathways/Naviance Family Connection*

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### *Availability of Prospectus*

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### *English Learners*

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### *Involuntary Removal Process*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

# Enrollment, Student, & Health Services

### *Resource Center Transfer Requests*

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### *Enrollment/Transfer Process*

Students who choose to discontinue enrollment at GSS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet GSS attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at https://grossmontsecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf.

### *Transcript and Records Requests*

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, https://grossmontsecondarycharter.com/request-transcripts/.

### *Attendance Verification*

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### *Work Permits*

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting GSS attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### *Health Program*

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### *Health Screenings*

Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### *Availability of Health Insurance*

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is

provided with enrollment forms and available at: https://www.allinforhealth.org/.

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### *Health Curriculum and Sexual Health Education*

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### *Immunizations and Control of Communicable Disease*

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students

pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

**Required Immunizations, Records and Reports**
California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:

~~California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school.~~

~~Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.~~

~~These required immunizations include:~~

**Entering Kindergarten:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
~~1.~~2. Polio - Four (4) doses
~~2.~~3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
~~3.~~4. Hepatitis B (Hep B) - Three (3) doses
~~4.~~5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

**Entering 7th Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).~~Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.~~

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
    a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
    b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
    c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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 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.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.~~

~~GSS shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician~~.

Immunization laws currently in effect may be found at ~~http://www.shotsforschool.org/laws/~~

Field Code Changed

http://www.shotsforschool.org.

A complete copy of GSS's Immunizations Policy is available on the school website.

### *Diabetes*

GSS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### *Administration of Medications Policy*

GSS staff is responsible for overseeing the administration of medication to students attending GSS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

### *Administration of Medication Policy*

Grossmont Secondary School ("Charter School") staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

**Definitions**

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

**Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication**

Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health

care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
2. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

**Staff Training and Emergency Response**
Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian 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).

**Administration of Medication**
Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil 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 health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

**Storage and Record Keeping**

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.

d. Method by which the student is required to take the medication.
e. Time the medication is to be taken during the regular school day.
f. Date(s) on which the student is required to take the medication.
g. Authorized health care provider's name and contact information.
h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

****

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

### *Free and Reduced-Price Meals*

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### *Student Wellness Policy*

Grossmont Secondary School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

**Implementation Plan**
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at www.grossmontsecondarycharter.com.

**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 in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

**Community Involvement, Outreach and Communications**
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

**II. Nutrition**

**Charter School Meals**
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

**Water**
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

**Competitive Foods and Beverages**
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are

sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

**Celebrations and Rewards**
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

**Nutrition Promotion**
The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

**Food and Beverage Marketing in Schools**
The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework

- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

**IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

**Community Partnerships**

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

**Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

****

## *Human Trafficking Prevention*

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience

(https://grossmontsecondarycharter.com/student-parent-handbook/).Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### *Mental Health Services*

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – ~~y~~Your child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours ~~coming into the counseling office during school hours and making an appointment to speak with a counselor~~. The counseling office can also be reached at (858) 249-7018. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 249-7018 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at (858) 249-7018.

Available in the Community:

- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The 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 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 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:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
lalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**

GSS partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 249-7018, OR visit www.grossmontsecondarycharter.com/.

# Key School Policies

### *Student Responsibilities*

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### *Student Academic Integrity & Citizenship*

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### *Internet/Student Use of Technology Policy and Acceptable Use Agreement*

Technology and access to the internet are part of the learning opportunities available at GSS. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to GSS technology.

*Student Use of Technology Policy*

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Grossmont Secondary School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological

resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

**Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring.
Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online

predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

    a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

    b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

    c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

    d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    a) A message, text, sound, video, or image.

    b) A post on a social network Internet Web site, including, but not limited to:

        i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

        ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

        iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

    c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents,

teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

****

## *Acceptable Use Agreement*

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

    a. Playing games or online gaming.

    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

    g. Conducting for-profit business.

    h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

    i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

    j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

    k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities,

computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### *Loitering Law*

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any
establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m.

and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

## *Suspension and Expulsion Policy*

**Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Grossmont Secondary School ("GSS" or "Charter School"). In creating this policy, GSS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* GSS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as GSS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. GSS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The GSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes

disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more

acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew

packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school

personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual

recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or GSS employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with GSS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If GSS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

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

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

**D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

GSS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by GSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. GSS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, GSS must present evidence that the witness' presence is both desired by the witness and will be helpful to GSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary

circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

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

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**J. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's

or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GSS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

GSS shall maintain records of all student suspensions and expulsions at GSS. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from GSS as the Board of Directors' decision to expel shall be final.

**M. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GSS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from GSS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to GSS for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or GSS who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon GSS's capacity at the time the student seeks readmission or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

GSS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that GSS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and GSS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the

manifestation determination, or GSS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or GSS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and GSS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to GSS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other GSS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other GSS supervisory personnel.

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

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

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

****

### *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 will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### *Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy*

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Grossmont Secondary School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds

or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### *Lost or Damaged School Property*

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a

program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### *Parents' Responsibilities*

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

**Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### *Emergency Procedures and School Safety Plan*

GSS Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

GSS defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of the GSS Comprehensive School Safety Plan is available on the school website and at each Resource Center.

### *School Bus and Passenger Safety*

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

### Transportation Safety Plan

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

**Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

  "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

**Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;
    c. Times when the passenger restraint systems should be fastened and released; and
    d. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the

roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.

5. Maps and directions from the teacher/coach should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

### *Non-Discrimination Statement*

GSS ("charter school) is committed to equal opportunity for all individuals in education. GSS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

GSS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

GSS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over 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).

GSS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

GSS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which GSS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. GSS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GSS Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GSS (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GSS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator")**:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's 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 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.

* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and 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 GSS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GSS investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

GSS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

   GSS advises students:
   a. To never share passwords, personal data, or private photos online.
   b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
   c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
   d. To consider how it would feel receiving such comments before making comments about others online.

   GSS informs Charter School employees, students, and parents/guardians of GSS's policies regarding the use of technology in and out of the classroom. GSS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

   GSS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GSS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GSS and encourages students to practice compassion and respect each other.

   Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

   GSS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

   GSS informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. **Professional Development**

   GSS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GSS employees who have regular interaction with students.

   GSS informs certificated employees about the common signs that a student is a target of bullying including:
   - Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GSS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GSS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GSS's students.

**Grievance Procedures**

**1. Scope of Grievance Procedures**

GSS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the GSS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GSS will utilize the following grievance procedures in addition to its UCP when applicable.

**2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GSS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GSS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GSS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GSS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GSS to provide the supportive measures.

**4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GSS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
        - A statement that GSS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - GSS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GSS's policies.
    - GSS may remove a respondent from GSS education program or activity on an emergency basis, in accordance with GSS's policies, provided that GSS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, GSS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GSS offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
            - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
        - Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - GSS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. GSS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, GSS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in GSS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GSS policy.
  - GSS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at GSS; or
    - The specific circumstances prevent GSS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GSS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - GSS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of GSS's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
    - The procedures and permissible bases for appeals.

**5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GSS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GSS in response to a formal complaint of sexual harassment.

**6. Right of Appeal**
Should the reporting individual find GSS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of GSS's decision or resolution, submit a written appeal to the Chairperson of the Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GSS will implement appeal procedures equally for both parties.
- GSS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

**7. Recordkeeping**
All records related to any investigation of complaints under this Policy are maintained in a secure location.

GSS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

****

## *Educational Equity and Immigration Status Policy*

Grossmont Secondary School ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.
Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

**Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth

- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and
    g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.

11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

**Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

*Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

*Additional Resources*

In the event that a student's family member is detailed, 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*

*Grossmont Secondary School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

**Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived

characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy"*: publicizing or distributing confidential or private material without permission.

*On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution

may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[1] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the 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.

---

[1] "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.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

*Off- Site Expression*

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

****

### *Teacher Qualifications*

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### *Communication*

GSS seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all GSS information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### *Uniform Complaint Policy and Procedures ("UCP")*

Board Policy #: 1500
Adopted/Ratified: May 5, 2009
Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") board policy is to comply with applicable federal

and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

**Compliance Officers**
The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio
Chief Business Officer and CFO

10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

**Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language
The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**
  Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

  All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**
  Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**
  Audeo shall issue an investigation report (the "Decision) based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The Decision shall include:
  1. The findings of fact based on evidence gathered.
  2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
  3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
  4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
  5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.
2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.

4. The legal conclusion in Audeo's Decision is inconsistent with the law.

5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## *Student Fees Policy*

This student fees policy has been adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School").

**General Statement of Policy**
No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

**I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

**II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make

voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

**III. <u>Lawful Fees</u>**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

## IV. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

## V. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

## VI. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

****

## *Suicide Prevention Policy*

The Governing Board of Grossmont Secondary School("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

**Prevention and Instruction**
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

**Staff Development**
Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

**Intervention and Emergency Procedures**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred;

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**Employee Qualifications and Scope of Services**
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## *Education for Homeless Children and Youth Policy*

The Board of Directors of Audeo Charter School hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not

stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Rachel Thomas~~Ana Maria Rojas, Equity and Inclusion ~~Officer~~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.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of

homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**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)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career 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 will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

****

A copy of the complete board policy is available on the Charter School website.

## *Education for Foster and Mobile Youth Policy*

**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

- "*Former juvenile court school pupil*" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has

continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

**Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

~~**Rachel Thomas**~~**Ana Maria Rojas**
**Equity and Inclusion ~~Officer~~Administrator**
~~rthomas@charterschool-sandiego.net~~arojas@altusschools.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.

2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion ~~Officer~~ Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of

Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

**Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], 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.

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

[2] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

the University of California.

**Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion ~~Officer~~ Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation

requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. 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 graduation requirements within the student's fifth year of high school, the Equity and Inclusion ~~Officer~~ Administrator or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide 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.

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.

****

**Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## *Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education*

**A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable

about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or

procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a

Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what

assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the

effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   111Fletcher Parkway, El Cajon, CA 92020
   (619)-393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

   - Present written and oral evidence.

   - Question and cross-examine witnesses.

   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special

Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2. Have Charter School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office

50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 111Fletcher Parkway, El Cajon, CA 92020, with any questions regarding the information contained herein.

****

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

## *Special Education/Students with Disabilities/Child Find*

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Hayley Beaupre, School Coordinator at (858) 249-7018.

## *Education Records and Student Information Policy*

The Governing Board of Grossmont Secondary School ("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*": 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
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Degrees, honors, and awards received
    12. The most recent educational agency or institution attended
    13. 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; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends

to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. **Copies of Education Records**

   Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. **Request for Amendment to Education Records**

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

   a. Inaccurate.
   b. Misleading.
   c. In violation of the privacy rights of the student.

   Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

   If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. **Hearing to Challenge Education Record**

   If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

   The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release

information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off

premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

**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.

****

A copy of the complete Policy is available on the school website.

## *Professional Boundaries: Staff/Student Interaction Policy*

The Board of Directors of Audeo Charter School hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont

Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as "Charter School."

The Governing Board recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

**I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)

(4) Clarify that improper action will have significant consequences.

(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

(6) Define the process that Charter School will use for addressing potential improper conduct.

(7) Preserve student and staff privacy rights during any pending investigation.

**II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.

4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.

10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

**VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

**VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

**VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

# Holidays and School Breaks

| | |
|---|---|
| **Independence Day ~~(observed)~~** | July ~~4~~5, 2022~~1~~ |
| **Labor Day** | September ~~5~~6, 2022~~1~~ |
| **Veterans Day** | November 11, 2022~~1~~ |
| **Thanksgiving Holiday** | November 21~~2~~-25~~6~~, 2022~~1~~ |
| **Winter Break** | December 19~~8~~, 2022~~1~~ – January 2, 2023~~2~~ |
| **Martin Luther King, Jr. Day** | January 16~~7~~, 2023~~2~~ |
| **Presidents' Day Holiday** | February 17~~8~~ – 20~~1~~, 2023~~2~~ |
| **Spring Break** | March 27~~8~~ – ~~April 1~~31, 2023~~2~~ |
| **Memorial Day** | May 3~~0~~0, 2023~~2~~ |
| **Juneteenth** | June 19, 2023 |

## Welcome to
# Sweetwater Secondary School
*Transforming Lives*

You are enrolled in one of the best charter schools in California. At Sweetwater Secondary School ("SSS," the "School," or the "Charter School") we focus on academic improvement, high caliber teaching, and safe and supportive learning environments. By developing our students into role models, we can achieve educational reform!

This booklet offers an overview of the expectations we have of our students and parents and key information for the success of students at SSS. Our students' progress and academic achievement is important to us. We ask that students and parents commit to working closely with your teachers. They will guide you toward the achievement of the goals you have identified as your own.

SSS is proud to offer safe and supportive environments that are conducive to learning. Teachers are trained to focus on specific student needs, and parent involvement is welcomed. Our school's standards and expectations are high. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. Our "university model" is an excellent preparation for future study.

We look forward to working with our new students. Please do not hesitate to keep in touch with us and let us know how we are doing.

## *Official School Correspondence*

All correspondence for the school and its staff should be mailed to:
3252 Bonita Rd.
Chula Vista, CA 91910

# Table of Contents


| | |
|---|---|
| **School Holiday Calendar** | **Inside front cover** |
| **About Our School** | **7** |
| **Instructional Program** | **9** |
| Instructional Program | 10 |
| Home/School Partnership | 11 |
| Parent Involvement Policy 11 | |
| Attendance, Lessons, and Course Credits | 18 |
| Year-round School Year | 19 |
| Student Assessments | 19 |
| High School Diploma/Graduation Options and Requirements | 20 |
| College Admission Requirements | 24 |
| NCAA Eligibility | 24 |
| Cal Grant Program Notice | 24 |
| Grades and Course Credit | 25 |
| Graduation Class Year Determination | 25 |
| Graduation Ceremony | 25 |
| Graduation Ceremony Expectations | 25 |
| Senior Exit Orientation | 26 |
| Pathways | 26 |
| Availability of Prospectus | 27 |
| English Learners | 27 |
| Involuntary Removal Process | 27 |
| | |
| **Enrollment, Student, & Health Services** | **29** |
| Resource Center Transfer Requests | 31 |
| Enrollment/Transfer Process | 31 |
| Transcripts and Records Requests | 31 |
| Attendance Verification | 31 |
| Work Permits | 31 |
| Health Program | 32 |
| Health Screenings | 32 |
| Availability of Health Insurance | 32 |
| Health Curriculum and Sexual Health Education | 32 |
| Immunizations and Control of Communicable Disease | 33 |
| Diabetes | 35 |
| Administration of Medications Policy | 35 |
| Free and Reduced Price Meals | 39 |
| Student Wellness Policy | 39 |
| Human Trafficking Prevention | 44 |
| Mental Health Services | 45 |
| Pregnant and Parenting Students | 46 |
| Other Services/Resources | 47 |

**Key School Policies** **49**
Student Responsibilities 51
Student Academic Integrity and Citizenship 51
Internet/ Student Use of Technology Policy and Acceptable Use Agreement 51
Loitering Law 58
Suspension and Expulsion Policy 58
Dress Code 80
Cell Phones, Smartphones, Pagers and Other Electronic Signaling Devices Policy 81
Lost or Damaged School Property 82
Parents' Responsibilities 82
Parents' Role in Discipline and Behavior 83
Emergency Procedures and School Safety Plan 83
School Bus and Passenger Safety 83
Transportation Safety Plan 83
Non-Discrimination Statement 90
Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy 91
Educational Equity and Immigration Status Policy 104
Student Freedom of Speech and Expression Policy 111
Teacher Qualifications 115
Communication 116
Uniform Complaint Policy and Procedures ("UCP") 116
Student Fees Policy 125
Suicide Prevention Policy 129
Education for Homeless Children and Youth Policy 131
Education for Foster and Mobile Youth Policy 137
Section 504 144
Child Find/ Special Education/ Students with Disabilities 158
Education Records and Student Information Policy 159
Professional Boundaries: Staff/Student Interaction Policy 168

**Course Catalog** **169**
Course List 170
English 173
Mathematics 178
Science 183
History - Social Science 187
Physical Education 193
World Language 196
Visual/Performing Arts 200
Career and Technical Education 202
General Electives 211

**Steps to Success (Student Learner Outcomes--SLOs)** **Inside Back Cover**

**Contact Information** **Back Cover**

## About Our School

Sweetwater Secondary School (SSS) is a public school designed for students who seek an alternative option to the traditional approach to education. Students receive a personalized and rigorous academic experience from a high-quality staff in a safe and supportive environment. As a charter school, SSS is a school of choice, with open enrollment policies that serve a diverse student community. The flexible scheduling and around-the-year calendar better serves many students who seek a non-traditional environment in which to learn. Sweetwater Secondary School serves students in grades 7-12.

***Core Competency: Transforming Lives***

***Mission - Why We Exist***

- To implement personalized educational programs to facilitate student achievement.
- To provide a prototype for changing the way teachers teach and students learn in the future.

***Vision - What We Strive to Be***

- An educational option that offers a personalized instructional program that demonstrates positive outcomes for each student.
- A prototype for educational reform that creates instructional, service, organizational, and governance role models.
- A collaboration of efforts that improve the quality of life for students, their families, our employees, and the Southern California community-at-large.

***Values - How We Do Our Work***

- Kids come first.
- Education is personalized, individualized and high quality.
- Highly professional individuals are accountable for their work, and are independent, self-motivated, high-energy people who speak for themselves.
- We create a positive, challenging environment that is centered on teaching and learning.
- People-centered teams focus on supporting quality teaching and learning.
- Manage the school with proven business principles focusing on continuous improvement.
- Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Sweetwater Secondary School.

# Instructional Program

Our school is accredited by the Western Association of Schools and Colleges ("WASC"). At SSS, students receive a rigorous curriculum based on the California Common Core standards. We provide University of California ("UC") approved courses for those students planning to attend a UC or California State University ("CSU") school after the completion of high school. Additionally, we offer National Collegiate Athletics Association ("NCAA") - approved

courses for students who are interested in pursuing NCAA athletic scholarships. Our "university model" is an excellent preparation for future studies.

The primary method of instruction is independent study supplemented with in-person participation at one of our Resource Centers. Each SSS Resource Center location provides a professional, quiet environment for one-on-one learning with a credentialed teacher who is available on-demand. Resource Centers are located at major retail centers or office buildings and may include work-study employment opportunities. Guest speaker events, tutoring, and field trips are also available. These activities are a required part of the curriculum and provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. This method of instruction is very similar to university studies in which students take one course at a time and are required to take charge of their education.

Upon enrollment, a credentialed "On-Demand" teacher is assigned to each student who, in collaboration with the student and parents, assesses the student's current needs and goals and creates a plan for rapid advancement, focusing solely on one or two subjects at a time. Assigned to each student for a full year or more, the teacher supervises all subjects studied, and is personally held accountable to inspire and produce self-motivated and self-disciplined students who succeed not only academically, but also socially through teamwork and community service. As a result, On-Demand teachers adjust assignments to align with the goals and interests of the student and also personally act as necessary to ensure achievement. For example, if a student is late to an appointment, teachers contact either the student or the parents within minutes to identify and address any needs and teach accountability.

To further support students working on courses in core subject areas (English, mathematics, sciences, social science, and the fine and practical arts), additional certificated teachers with subject-matter expertise are available to students at their assigned Resource Center, via email or telephone within 24 hours.

SSS also offers a blended learning option for its students. Blended learning is a formal educational program in which a student learns at least in part through online delivery of content with some element of student control over time, place, path, and pace. This option allows students to complete the majority of their academic coursework at home.

Upon enrollment, a Pathways Personalized Education Plan ("PPEP") is prepared by a school counselor that outlines high school graduation requirements. This PPEP is delivered to the teacher. The student, parents/guardians, and teacher complete the planning with a discussion of the student's short and long-term goals, transcripts from previous schools, learning styles, current interests, academic achievement, career interests, skills development, and standardized test scores. The PPEP is reviewed and updated by the parents, student, and teacher on a regular basis throughout the student's enrollment.

Students study one or two subjects/courses at a time and are expected to complete an average of one course every three-to-four weeks. Within these parameters students can progress at an individualized pace, receiving tutoring or enrichment as needed.

SSS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

The student's primary academic support person for student success is the teacher. The teacher becomes fully acquainted with his/her students, their families, and other factors that affect their learning and academic success. In addition to the services provided by staff, SSS has many partnerships and alliances to provide community resources for students and their families.

### *Home/School Partnership*

The most important relationship we build is the one between the teacher, student, and the student's family. SSS encourages parent/guardian involvement through the monitoring of his/her student's regular and required attendance of Resource Center appointments, completion of high-quality work according to scheduled dates, and attendance on testing days and field trips. With parents actively involved in their student's lives, we can create a successful learning environment.

Two-way communication between all staff and parents is a building block for student success. Teachers are available for parent-student conferences, phone calls, interventions and home visits. In addition, there are scheduled opportunities throughout the year for dialogue. These opportunities include Open House nights, master agreement signings, college information meetings, and senior meetings. A climate that continually promotes open communication and dialogue is expected and supported.

### *Parent Involvement Policy*

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

### *Title I Parent Involvement Policy*

Sweetwater Secondary School ("Charter School") recognizes the parents/guardians are their children's first and most influential teachers and the sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Executive Director or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Each year the Executive Director or designee shall identify objectives of the school's parent involvement. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program .

The President or designee shall ensure that the parent involvement strategies are established and implemented.

The Title I Parent Involvement Policy was updated and developed in collaboration with parents of Title I students. Parents participated in the development process through surveys and meetings at the Resource Centers. The data collected from parents yielded important feedback on ways to successfully engage parents and improve the parent involvement practices. Parents expressed the following themes:

- Parents can provide input and receive communication from staff through various programs and activities.
- Parents feel involved in their child's education through various programs and activities.
- Parents report having frequent communication with instructional staff.
- Parents want to continue to access resources and trainings on how they can better support their children's achievement and performance at school and at home.
- Parents want to continue to have safe, supportive, and innovative Resource Centers.

These recommendations above are integrated throughout this Title I Parent Involvement Policy and reinforce the core belief that parents are our equal partners in ensuring the success of all students.

The Title I Parent Involvement Policy will be annually distributed to parents by including the policy in the handbook, making the policy available on the website and at the Resource Centers. This Policy describes the means for carrying out the following Title I parental involvement requirements.

**Charter School Expectations and Objectives**

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, Charter School has established the following practices:

1. Charter School involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan.
    - Parents have the opportunity to provide input and feedback on engagement through the School Site Council, English Language Advisory Committee, Open House, Senior Exit Orientations, and teacher-parent meetings. In addition, parents provide feedback on engagement through the annual LCAP development process and surveys.

2. Charter School provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
    - Parent have the opportunity to regularly communicate with their student's teacher on a variety of involvement opportunities to ensure academic success of their child and the school. Teachers are communicating daily, weekly, and monthly with parents on overall school progress. In addition, the school provides Open House and Parent Information sessions on a variety of school achievement topics through Altus University and the College and Career Week.

3. Charter School coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
    - Parents have the opportunity to participate in the development of the LCAP and title funding recommendations in School Site Council and English Language Advisory meetings and surveys. Teachers are in constant communication with parents regarding their feedback on all aspects of the program.

4. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
    - Through regular communication with parents at each resource center, annually parent surveys, parent stakeholder meetings, school website, school publications, and social media parents input and feedback is sought after and deemed essential by the school for improvements in academic results.

5. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
    - The school has designated the Equity and Inclusion department to ensure outreach efforts are being made to all parents representing all student groups. Potential barriers to parent participation are discussed at teacher meetings, resource center meetings, School Site Council meetings, and English Language Advisory meetings to ensure all parents can participate as needed.

6. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.

- Teachers are required to reach out to all parents in a variety of methods (in-person, phone, email, text, letters, home visits) to ensure their involvement. In addition, the school provides several Parent Involvement presentations throughout the year through Altus University.

7. Charter School conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
    - Staff is in constant communication with parents to review all involvement opportunity and strategies. Teachers are specially trained to involve parents in a variety of ways. The school reviews monthly data on outreach efforts and compares it with academic outcomes to ensure the success of every student. Any modifications in parent outreach and involvement strategies are quickly adopted as appropriate.

8. Charter School uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
    - Monthly and annual reviews of student results allow the school to incorporate improvement and/or new parent and family engagement strategies as needed. Monthly intervention reports are published, disseminated, and reviewed to ensure the success of every student. New strategies to better engage parents are discussed in a variety of forums with parents and staff to ensure applicability.

9. Charter School involves parents in the activities of the Charter School to adequately represent the needs of the population.
    - All parents have the opportunity to participate as a member of the School Site Council. They also have the opportunity to provide feedback directly to school staff in the resource center meetings or through the annual LCAP development process.

**Involvement of Parents in the Title I Program**
To involve parents in the Title I program, the following practices have been established:

1. Conduct an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

2. Offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - The Resource Centers are open from 7am-7pm daily. Teachers schedule meeting with parents based on parent availability.

3. Involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *
    - The Title 1 Parent Information Meeting is held prior to Open House Events.
    - The 1st School Site Council Meeting focuses on our parent involvement policy and Title 1 Program.
    - Parents are invited to participate in School Site Council Meetings to discuss Title 1 Policies.

4. Provide parents of Title I students with timely information about Title I programs.

- Parents receive the Title 1 Parent Involvement Policy upon enrollment with receipt of the Parent Handbook.
- The Title 1 Parent Meeting is held in the fall of each school year.

5. Provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Open House Events and Senior Night Events provide detailed information and explanations of curriculum, assessments, and proficiency levels.
    - School Site Council Meetings provide a forum to review school wide progress by grade level and student groups.
    - Parent conferences (each semester), and meetings upon request, provide detailed feedback on student progress, proficiency levels, and assessment data.

6. If requested by parents of Title I students, provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Parents receive monthly Resource Center calendars detailing parent involvement opportunities.
    - Parents can request meetings with a school administrator to answer questions, make decisions, and develop goals.
    - Parent emails and contacts are responded to in 24 business hours.
    - An administrator will meet with parents and teachers during intervention meetings to discuss achievement of Title 1 students.

*The policy must be updated periodically to meet changing needs of parents and the School. If the School has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

**Home-School Compact**
The Home-School Compact will be distributed to parents of Title I annually. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The Schools responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the Resource Center, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe Resource Center activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Home-School Compact was developed by the School Site Council and is annually updated by the School Site Council.

**Building Capacity for Involvement**
The School engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the following practices have been established.

1. Title I parents are provided with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
    - Open House and Senior Night events are held during the school year with a specific focus on understanding Common Core Standards and Smarter Balanced Assessments.
    - Parent and teacher mid-year conferences focus on how to monitor and improve student academic skills and how to prepare for assessments.
2. Title I parents are provided with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
    - Provide online enrichment and instructional materials that parents can use at home with their children (Achieve 3000, BrainPOP, BrainPOP ELL).
    - Provide resources on the School's website for parents to use in supporting their students' academic, health, social and emotional needs.
    - Offer Parent Courses through Altus University that address topics in high demand among parents based on annual survey.
3. With the assistance of Title I parents, the School educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.
    - Parent engagement is a focus of the annual needs assessment.
    - Parental involvement is a key feature of the teacher training program.
4. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent conferences, to encourage and support parents in more fully participating in the education of their children.
    - Parent courses are offered through Altus University on specific topics that parents have requested.
    - English Learner Advisory Committee Meetings
    - Parents are encouraged to participate in as members of a community panel for students presenting their senior portfolio.
5. Distribute information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Spanish is the most prevalent language, other than English, spoken by parents in the School community. Presentations, information, and resources are translated and/or presented in Spanish.
    - Provide translation services in other languages, as requested, on important school information.
6. Provide support for parental involvement activities requested by Title I parents.

- Consider support for parental involvement activities requested by Title I parents wherein the requests align with the vision, mission, and values. Additional factors of consideration include: fiscal feasibility, operational feasibility, and cost/benefit analysis.

**Accessibility**
Provide opportunities for the participation of all Title I parents and family members, including parents/family members with limited English proficiency, parents/family with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Presentations, Information, Resources, and materials are translated and/or presented in the multiple languages of participants.
- Staff meetings with parents individually and in small groups to ensure parent participation and understanding of information.
- Providing information in person, online, and via mail in various formats.

****

A copy of the Charter School's complete Policy is available on the website.

### *Attendance, Lessons, and Course Credits*
Unlike traditional schools where attendance is measured by being physically present in a classroom, SSS measures attendance by completion of a work product, a student's average daily attendance ("ADA") is determined by the professional judgment of the teacher as it relates to the time spent on the successful completion of each lesson. Students are expected to complete an average of 12 courses every 12 months at an acceptable level of competency to demonstrate learning and proficiency of state standards. To meet this expectation at SSS, students should complete an average of 7 assignments per week and complete 1 semester course in 3-to-4 weeks.

A complete copy of SSS's Independent Study Policy is available on the school website.

### *Year-round School Year*
SSS has a year-round school year that is designed to maximize the amount of days and time that a student is able to earn credits. (See school holiday calendar on the School's website.)

### *Student Assessments*
Students at SSS are part of the public school system in the State of California. Participating in the state testing system is a requirement. All students must take state mandated assessments which include the California Assessment of Student Performance and Progress ("CAASPP"), English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test scheduled throughout the school year. Additionally, all students who enroll in our SSS program take the school mandated NWEA Measures of Academic Progress ("MAP"). These tests are very critical. They tell us how students are progressing in their learning.

SSS staff members are dedicated to making sure students receive the instruction they need to do well on these tests to demonstrate learning. Students are offered many opportunities for special assistance if it is needed. These opportunities include diagnostic assessment and one-to-one tutoring. Please review your student's test results and be sure he or she is working on improving his/her weak areas. It is important that we work together to help your student succeed.

If you have any questions about testing and/or a specific test you may contact your student's teacher. The table below provides basic information about the standardized tests and approximate administration dates. Additional information about state tests is posted on the California Department of Education ("CDE") website at http://www.cde.ca.gov/ta/tg.

### *California Assessment of Student Performance and Progress ("CAASPP")*

The School shall annually administer required state testing to the applicable grades (e.g., the CAASPP).

| Assessments | | Subject(s) | Grade Level(s) | Approximate Dates |
|---|---|---|---|---|
| NWEA Measures of Academic Progress (MAP) | | Reading, Language Usage, Mathematics | 7-11 | Sept.-Oct. & March-April |
| English Language Proficiency Assessments for California (ELPAC) | | English Language-Reading, Writing, Listening and Speaking | 7-12 English Learners | February-March |
| Physical Fitness Test (PFT) | | Physical Fitness Evaluation | 7, 9 | February |
| California Assessment of Student Performance & Progress (CAASP) | Smarter Balanced | English Language Arts, Mathematics | 7-8, 11 | May-June |
| | California Standards Tests (CST)/California Modified Assessment (CMA) | Science | 8, 10 | May-June |

### *SSS High School Graduation Options*

SSS provides multiple graduation options for our students. As part of our pathways personalized education plan, we seek to ensure that our students pursue the best option for their needs. The staff at SSS is dedicated to offering many opportunities for students to succeed. SSS offers three options for graduation:

1. Option 1 High School Diploma
2. Option 2 High School Diploma
3. HiSET Option

### *Option 1 High School Diploma*

Students graduating with an Option 1 High School Diploma from SSS must complete 42 Semester Credits in grades 9-12. SSS's graduation requirements may fulfill the UC and CSU admissions requirements. Items that have an asterisk (*) are the courses that UC or CSU-bound students should take.

### *SSS High School Graduation Course Requirements*

| English *(8 semester credits)* | Mathematics *(6 semester credits)* |
|---|---|
| 4 credits - English 1-4*<br>2 credits - American Literature* or Honors American Literature*<br>2 credits - World Literature*, Contemporary Voices in Literature*, English Literature*, AP English Language & Composition*, AP English Literature & Composition*<br>**4 years required* | 2 credits - Algebra or Integrated Math 1<br>2 credits - Geometry or Integrated Math 2<br>2 credits - Intermediate Algebra* or Integrated Math 3<br>2 credits - Pre-calculus* or Honors Pre-calculus<br>2 credits - Statistics*<br>**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*)<br>2 credits - Life Science (Biology*)<br>**2 years required, 3 years recommended* | 2 credits - World History*, Geography & Economics*<br>2 credits - US History* or Honors US History*<br>1 credit - Government*<br>1 credit - Economics<br>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.<br>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:***<br>2 credits - World Language (both semesters must be the same language) | ***Option B:***<br>2 credits - Visual/Performing Arts | ***UC/CSU Option:***<br>4 credits - World Language (all semesters must be the same language; 2 years required, 3 years recommended)<br>2 credits - Visual/Performing Arts (both semesters need to be the same course) |

| CTE/Service Learning/WEE *(2 semester credits)* | | |
|---|---|---|
| ***Option A:***<br>2 credits - CTE (Career Technical Education) | ***Option B:***<br>2 credits - Service Learning (120 hours total of community service) | ***Option C:***<br>2 credits - Work Experience Education (240 hours of paid employment) |

| Grade Point Average *(GPA)* |
|---|
| All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12. |
| ****Courses required for UC/CSU Admissions.*** **Students planning on applying to a UC or CSU can request a meeting with a college counselor to develop a course plan.** |

## *Option 2 High School Diploma*

Our Option 2 High School Diploma seeks to assist those students who will have reached their 18th birthday by the graduation deadline and have at least 26 credits in the required courses and a minimum 2.0 GPA in those courses designated for the state of California Option 2 diploma.

**Eligibility Criteria**

The eligible student is at least 17 and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is

selective and is monitored by the AUDEO Option 2 Committee, consisting of school counselors, learning leads, administrators, and/or teacher representative.

**Admission Requirements and Process**

- Student must be enrolled at SSS and must be earning credits at the rate of one per month, with a minimum attendance rate of 75% per month.
- The teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- The teacher presents the student records, which includes parent consent documents, to the SSS Option 2 Committee, outlining why this option best meets the needs of this student.
- SSS Option 2 Committee may decide to accept the recommendation of the teacher or may decide to deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the School counselor develops a new course plan.

**Additional requirements include:**

- Senior Exhibition
- One year of Career Technical Education, service learning, or work experience education

### *HiSet Option*

The new HiSet, one of the new state approved High School Equivalency Exams, is included as an option for students to finish their secondary education with "Completer" status. SSS students will be able to take the HiSET on-site at aSSS resource center, exclusively open to SSS students. It is a web-based exam. If you are interested in this option, please contact your teacher and counselor.

### *Option 2 Graduation Course Requirements*

| **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<br>Geography & Economics 1, 2<br>US History 1, 2<br>Government 1<br>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 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. | | |

## *College Admission Requirements*

At SSS, we provide a rigorous curriculum that prepares students for higher education. The admission requirements to the local community colleges, CSU, and UC are listed in the table below.
For more information about the college entrance requirements and exams, contact the college counselor (with assistance from your teacher as needed) and/or visit the following websites:
www.act.org or www.collegeboard.org

| Elements | Community College | California State University (CSU) | University of California (UC) |
|---|---|---|---|
| High School Education | Diploma, GED, or CHSPE | Diploma *(including UC/CSU-approved coursework)* | Diploma *(including UC/CSU-approved coursework)* |
| 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 | ACT Assessment plus Writing ***OR*** SAT Reasoning Test with Critical Reading, Math & Writing |

## *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 SSS - approved accredited school or district outside of SSS must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

### *Grade Validation*

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be assigned for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from SSS.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

SSS will accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, a school in a country other than the United States, and/or nonpublic, nonsectarian school or agency.

### *College Course Credit*

With school counselor or administrator approval, college courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit.

### *Graduating Class Year Determination*

Students who satisfy graduation requirements by the end of July of the school year (i.e., 21-22, 22-23, etc.) will be designated graduates of the school year.

Students who did not complete all the graduations requirements by the end of July will receive their diploma with the next year's graduating class.

### *Graduation Ceremony*

Graduation is a special and dignified event. SSS commencement ceremonies are typically held at the beginning of June. Graduation is a privilege not a right.

Students wishing to participate in a graduation ceremony from AUDEO must complete the following requirements:

- Complete all stated requirements for a high school diploma, ***OR*** complete all stated requirements for the California High School Proficiency Exam ("CHSPE"), ***OR*** complete all requirements for and pass all portions of a High School Equivalency Test (General Education Development ("GED") or HiSET that has been approved by the State Board of Education and the CDE.
- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Annual Master School Calendar.
- Attend both graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

**Graduation Ceremony Expectations**

- The graduates must wear the designated cap and gown.
- Acceptable clothing:
  - Tops: white collared dress shirt with a tie, blouse
  - Bottoms: dark slacks (not jeans), skirt, dress, pant-suit (no jeans).
- No decorations on caps or gown are permitted.
- Dress appropriately for the occasion.
- No flip-flops or tennis shoes are permitted.
- Dress shoes are encouraged.
- No air-horns, beach balls, or anything else that will take away from this dignified event.
- Guests must act appropriately and be respectful of the event and its participants.

### *Senior Exit Orientation*

Students and a parent or guardian are required to attend this important meeting. During this meeting, graduation requirements are reviewed, and expectations and logistics for the graduation ceremony are presented. Information is also available to prepare parents and students for post high school options, including financial aid filing, scholarship information, college application process (with a focus on post-secondary pathways). Attendance at this meeting may be waived for students who do not plan to participate in a SSS June graduation ceremony.

### *Pathways: Education with a Purpose*

Upon enrollment at SSS and with support from counselors and teachers, students focus on their future through various *Pathways*. *Pathways* is designed to introduce and engage students in grades 9-12 in formal post-high school planning and to improve student learning and high school completion rates. Working with counselors and teachers, students will focus on post-graduation choices and options, including four-year colleges and universities, community college, military, and vocational studies.

Students are further supported in this explorative process by Naviance, a web-based resource. Naviance provides students and parents access to information from colleges and vocational schools, scholarship and financial aid application tools, extensive career research, and learning styles tools. Targeted student activities are available to support *Pathways*. These include career days, college days, military days, guest speaker events, field trips, work experience, service learning, and internships.

### *Pathways/Naviance Family Connection*

Our PATHWAYS/Naviance Family Connection program uses a variety of interest and personality type surveys and research tools to help you develop your chosen path. No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student without written permission from a parent/guardian.

**Do What You Are:** Learn about your personality strengths and gain insight into your educational and career needs.

**Learning Style Inventory:** Learn what environment and methods make learning optimal for you.

**Career Interest Profiler:** Complete a Career Interest Profiler and explore what careers appeal to you.

**Game Plan:** Create targeted goals for after high school, including college interests, athletic programs, chosen references, etc.

**College Search/Lookup:** Lookup schools that you are interested in applying to, compare requirements, school programs, student life, and more.

**Test Scores:** Enter and track your PSAT, SAT I, SAT Subjects Tests, PLAN, and ACT test scores.

**MI Advantage:** Multiple intelligences theory reveals that people employ various intelligences to process information. This assessment empowers students to develop and make optimal use of their strengths in the pursuit of goals and interests, both inside and outside of school.

**Scholarships:** Use several scholarship tools, such as searches, matches, lists, national college searches, and scholarship applications.

**Resume:** Use the resume tool to create your own resume.

### *Availability of Prospectus*

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### *English Learners*

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### *Involuntary Removal Process*

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and

witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

# Enrollment, Student, & Health Services

### *Resource Center Transfer Requests*

Students may apply for a transfer to another Resource Center under the following conditions:

- Parent approval
- Student is currently meeting attendance requirements
- Reasonable justification
- Resource Center availability

Contact the teacher to initiate the Resource Center transfer process.

### *Enrollment/Transfer Process*

Students who choose to discontinue enrollment at SSS may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or area of residence.

Student and/or the parent/guardian need to notify the teacher about the desired transfer. The teacher will work with the parent and counselor to process the transfer. Students are expected to continue to meet SSS attendance requirements until the student is officially transferred to the new school.

For any student that transfers to another high school, please be informed that it is as the sole discretion of the new school district or charter school to decide which completed credits they will accept on their transcripts. Additional information can be found at https://sweetwatersecondarycharter.com/wp-content/uploads/2019/10/Charter-School-Complaint-Notice-and-Form_SBE.pdf.

### *Transcript and Records Requests*

Transcript and educational records requests must be made in writing. Transcript requests may be submitted using the online form found on the School's website, https://sweetwatersecondarycharter.com/request-transcripts/.

### *Attendance Verification*

Students and families that need official verification of the student's status (attendance, enrollment, projected graduation dates, etc.) should make a request with their teachers. Parent/ guardian signatures are required before these verifications can be provided Please allow at least one week lead time.

### *Work Permits*

Work permit applications are available for students who meet and maintain the following eligibility requirements:

- Currently meeting SSS attendance requirements
- 14 years or older
- Parent and teacher approval

Work permit applications can be obtained from the teacher. The application must be filled out completely by the student, parent and employer. Incomplete applications will not be considered. Work permit applications must be returned to the teacher. It will take approximately 3-5 days to receive a temporary 30-day work permit from the school counselor if the application is approved. This is a temporary permit and the Work Permit Office has the right to decline any student from receiving an official approved work permit.

### *Health Program*

Our comprehensive health program is designed to promote wellness and to support the educational mission of our school. The role of the school nurse is to promote student attainment of optimum physical and mental health to achieve student success. Since the student's health status and needs may affect his or her school performance, the school nurse may provide education on health promotion and illness prevention practices, perform mandated health screenings, provide counseling, crisis management, referrals and information regarding community health resources.

### *Health Screenings*

Students are screened for vision, hearing and scoliosis. State-mandated assessments will be provided for the indicated grade levels: 8th and 10th or 11th grade hearing screening and 8th grade vision screening. A wellness screening is also provided for 9th graders: vision screening, blood pressure, nutrition assessment, height, weight, and body mass index. New students and students referred by parents, student or school staff will be assessed as indicated.

Note: A student needs a written parent request to be excused from health assessment screenings. A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### *Availability of Health Insurance*

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is

provided with enrollment forms and available at: https://www.allinforhealth.org/.

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

### *Health Curriculum and Sexual Health Education*

Health education encompassing nutrition, dental health, disease processes, life skills, community health, physical fitness, drugs, alcohol, and tobacco, mental and emotional health, human reproduction and sexuality, sexually transmitted diseases and HIV/AIDS, peer pressure resistant skills, problem solving and decision making is incorporated into the curriculum.

The Charter School offers comprehensive sexual health education to its students in grades 7 -12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### *Immunizations and Control of Communicable Disease*

The Board of Directors of Audeo Charter School, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students

pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

**Required Immunizations, Records and Reports**
California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Entering students who are not exempt will need the following immunization requirements:
~~California law requires proof of an immunization record from the parent or guardian indicating the student has met all the immunization requirements prior to admission to our school.~~

~~Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.~~

~~These required immunizations include:~~

**Entering Kindergarten:**

1. Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses
~~1.~~2. Polio - Four (4) doses
~~2.~~3. Measles, Mumps, and Rubella (MMR) - Two (2) doses
~~3.~~4. Hepatitis B (Hep B) - Three (3) doses
~~4.~~5. Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

**Entering 7th Grade**

1. Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
2. Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).~~and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.~~

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student is fully immunized as required by law. The student shall also be reported to the School Services Coordinator.

The Executive Director, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

**Conditional Admittance**

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Executive Director or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Executive Director or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student has been fully immunized as required by law.

**Documentary Proof**

The Executive Director shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

**Exemptions from Immunization Requirements**

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
    a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
    b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
    c. Medical exemptions issued before January 1, 2020, will continue to remain valid until the child enrolls in the next grade span, defined below.

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 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.

~~Effective January 2016, Senate Bill 277 eliminated the option of personal belief exemptions for students in public and private schools. Students enrolled in home-based private schools and independent study program who do not receive classroom-based instruction will still need to provide immunization records to their schools before entry. All schools will still need to report to the California Department of Public Health ("CDPH")/Division of Communicable Disease Control the immunization status of all students in kindergarten and 7th grade.~~

~~SSS shall cooperate with the CDPH to prevent and control communicable disease in students. Whenever there is good reason to believe a student has a contagious disease, the parent will be contacted and the student will be sent home. The student may return when well and/or released by a physician.~~

Immunization laws currently in effect may be found at ~~http://www.shotsforschool.org/laws/~~ http://www.shotsforschool.org.

Field Code Changed

A complete copy of SSS's Immunizations Policy is available on the school website.

## *Diabetes*

SSS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following: 1. A description of type 2 diabetes. 2. A description of the risk factors and warning signs associated with type 2 diabetes. 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes. 4. A description of treatments and prevention of methods of type 2 diabetes. 5. A description of the different types of diabetes screening tests available. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

## *Administration of Medications Policy*

SSS staff is responsible for overseeing the administration of medication to students attending SSS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

A signed physician's order and written parent permission must be on file for each individual student before licensed school personnel can administer over-the-counter or prescription medication to the student during the school day. Parents should notify school staff of any medications their student is taking on a continuing basis for health conditions, including name, dose, physician phone number, and permission to contact the physician for further information about the medication.

## *Administration of Medication Policy*

Sweetwater Secondary School ("Charter School") staff is responsible for overseeing the administration of prescribed and over-the-counter medication to students during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

**Definitions**

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies.
- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

**Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication**

Any student who is or may be required to take, during the regular schoolday, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if Charter School receives both the appropriate written statements as follows:

1. A written statement from the authorized healthcare provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer an EpiPen or inhaled asthma medication, and
2. a written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director or designee in consultation with the parent or guardian and the student's medical professional.

**Staff Training and Emergency Response**
Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. The school will ensure staff properly store, maintain, and restock the EpiPen as needed.

The Charter School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

The Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Executive Director or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian 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).

**Administration of Medication**
Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a pupil 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 health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

**Storage and Record Keeping**
- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:
    a. Student's name.
    b. Name of medication the student is required to take.
    c. Dose of medication.
    d. Method by which the student is required to take the medication.
    e. Time the medication is to be taken during the regular school day.
    f. Date(s) on which the student is required to take the medication.
    g. Authorized health care provider's name and contact information.
    h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

****

For more information on how to obtain and complete an Administration of Medications Form, or to review our complete Administration of Medications Policy, please see the school website.

### *Free and Reduced-Price Meals*

Pursuant to California Law, the Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per each school day on which the eligible student is scheduled for two or more hours of educational activities at a school site/Resource Center, meeting space or other satellite facility operated by the Charter School.

### *Student Wellness Policy*

Sweetwater Secondary School ("Charter School") adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.

- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

## I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

**Implementation Plan**
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found on the school's website at www.Sweetwatersecondarycharter.com.

**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 in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

The Executive Director will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

**Revisions and Updating the Policy**
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

**Community Involvement, Outreach and Communications**
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## II. Nutrition

**Charter School Meals**
The Charter School is committed to promoting heathy food choices. It currently provides adequate and nutritious meals and does not participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

**Water**
To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers.

**Competitive Foods and Beverages**
The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day support healthy eating. Smart Snacks aim to improve student health and

well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

**Celebrations and Rewards**
All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and events. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**
The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

**Nutrition Promotion**
The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

**Food and Beverage Marketing in Schools**
The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Executive Director reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

## III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such

physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement
- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

**IV. Other Activities that Promote Student Wellness**

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

**Community Partnerships**

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

**Professional Learning**

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

****

## *Human Trafficking Prevention*

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce

the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available on the Student & Parent Handbook page of the Charter School's website for your convenience (https://Sweetwatersecondarycharter.com/student-parent-handbook/).Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### *Mental Health Services*

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available through the School:

- School-based counseling services – Yyour child is encouraged to directly contact a Charter School counselor or teacher by calling, texting, or emailing during school hours~~coming into the counseling office during school hours and making an appointment to speak with a counselor~~. The counseling office can also be reached at (858) 249-7019. Our Charter School counselors and healthy youth therapists support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the School Administrator at (858) 249-7019 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the school nurse at (858) 249-7019.

Available in the Community:

- Please visit the Student Resources page on the school website to find mental health resources in your community.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The 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 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 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:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
lalipio@altusschools.net

A copy of the UCP is available on the school website. For further information on any part please contact the Executive Director.

**Other Services/Resources Available**

SSS partners with many community service organizations and agencies to support the health and wellness of students and families. This is to ensure that the focus for the student is on learning and academic success. To learn more about these services/resources, contact your teacher, the School Nurse at (858) 249-7019, OR visit www.Sweetwatersecondarycharter.com/.

# Key School Policies

### *Student Responsibilities*

- Attend Resource Center meetings according to the schedule on the master agreement and arrive on time.
- Complete ALL assignments as scheduled.
- Participate in Resource Center activities.
- Follow all rules and procedures.
- Follow school rules, including the Internet Use, Student Citizenship and the Zero Tolerance Policies, and obey the Loitering Law.
- Cooperate with adults and other students and respect the rights of others to learn and help to create a positive learning environment for everyone.
- Refrain from using profanity or making derogatory statements ("put-downs").
- Respect the property of the Charter School, the community, and others.
- Be responsible for the care and return of all instructional materials and textbooks.
- Maintain honesty and integrity in completing all work, tests, and evaluations.

### *Student Academic Integrity & Citizenship*

At AUDEO, we expect our students to be good citizens and to be honest. We expect students to complete assessments without outside assistance, not to plagiarize, respect instructional materials and school resources, and to make a good-faith effort when completing exams and required tests.

### *Internet/Student Use of Technology Policy and Acceptable Use Agreement*

Technology and access to the internet are part of the learning opportunities available at SSS. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the internet must be used productively to support academic progress. The School will make every effort to protect students from any misuses or abuses as a result of their experience with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interactions on the internet. Students will be required to sign an Acceptable Use Agreement prior to being granted access to SSS technology.

## *Student Use of Technology Policy*

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Sweetwater Secondary School ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

**Definitions**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

**Notice and Acceptable Use Agreement**

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

**Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on a Charter School resource center and may have teacher, certificated teacher resource, student aides, and volunteers assist in this monitoring.
Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Executive Director or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

    a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.

    b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

    c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

    d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    a) A message, text, sound, video, or image.

    b) A post on a social network Internet Web site, including, but not limited to:

        i) Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).

        ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

        iii) Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

    c) An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.

2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Executive Director or designee shall block access to such sites on Charter School computers with Internet access.

The Executive Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

****

## *Acceptable Use Agreement*

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:

    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.

b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School, or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared, and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:

   a. Playing games or online gaming.

   b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

   c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.

   d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

   e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.

   f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

   g. Conducting for-profit business.

   h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

   i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.

   j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the required form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. The document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

A copy of this form is available on the Charter School's website.

### *Loitering Law*

It is unlawful for any juvenile who is subject to a compulsory alternative education program to loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, or the premises of any
establishment, vacant lots or unsupervised place between the hours of 8:30 a.m. and 2:30 p.m. on any day when that juvenile otherwise would be required to attend a regular compulsory education school (Municipal Code section 58.05). This means that students should either be in the Resource Center or at home between the hours of 8:30 a.m. and 2:30 p.m., Monday through Friday, unless an excused absence is on file.

### *Suspension and Expulsion Policy*

**Policy**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Sweetwater Secondary School ("SSS" or "Charter School"). In creating this policy, SSS has reviewed Education Code Section 48900 *et seq*. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq*. SSS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SSS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SSS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The SSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational

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

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

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

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school

personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or

sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the

individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or SSS employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with SSS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If SSS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and

the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

**D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.

3. A copy of SSS's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at SSS to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

SSS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. SSS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, SSS must present evidence that the witness' presence is both desired by the witness and will be helpful to SSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness

and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

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

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

**I. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing

student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

**J. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SSS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

**K. Disciplinary Records**

SSS shall maintain records of all student suspensions and expulsions at SSS. Such records shall be made available to the authorizer upon request.

**L. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from SSS as the Board of Directors' decision to expel shall be final.

**M. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SSS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**N. Rehabilitation Plans**

Students who are expelled from SSS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to SSS for readmission.

**O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a pupil after the end of the student's expulsion term or to admit a previously expelled pupil from another school district or SSS who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon SSS's capacity at the time the student seeks readmission

or admission to the Charter School.

**P. Notice to Teachers**

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

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

1. Notification of SELPA

SSS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that SSS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and SSS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SSS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or SSS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and SSS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SSS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other SSS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SSS supervisory personnel.

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

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

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

****

## *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 will be asked to change or sent home if they are found to be in violation of the dress code.

Dress code violations include the following:

- Pants sagging below the waist
- Swimsuits or sleepwear, including bedroom slippers
- Shorts/skirts/dresses that are above mid-thigh
- Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- Visible undergarments (including boxer shorts, bras, etc.)
- Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- Clothing that uses suggestive/vulgar/profane language and/or images
- Head coverings such as, hats, bandanas, beanies, or do-rags (note: headwear worn for religious purposes is permitted)

### *Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy*

The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of Sweetwater Secondary School ("Charter School"), and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

****

A complete copy of the Cell Phone/Electronics Policy is available for review on the school website.

### *Lost or Damaged School Property*

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### *Parents' Responsibilities*

- Ensure that students get to their scheduled appointment on time. If this is not possible, contact the teacher to arrange an alternate time.
- Hold high expectations for your student, regularly monitor his or her daily work.
- Support school rules and the independent study definition of attendance—students complete school work rather than spending time in the Resource Center.
- Establish a schedule with the student and provide a space for study time at home.
- Arrange for student to attend appropriate field trips and supplemental tutoring sessions.
- Meet with staff when requested, particularly during master agreement signing conferences.
- Participate in decisions related to the education of your student.
- Ensure that students are clothed properly for school and school events.

**Parents' Role in Discipline and Behavior**

Parents are expected to cooperate with Charter School staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help your child to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

### *Emergency Procedures and School Safety Plan*

SSS Resource Centers have plans and preparations for major emergency situations. We believe that the reactions of people in emergencies depend largely upon their training. Our staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Please assure students that they are as safe at school as they are at home in a serious emergency. The safety and welfare of the students is our primary concern in the event of an emergency. Your child should be instructed to obey the directions of their teachers in general and especially in emergency situation.

SSS defines a crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff. In the event of a crisis, such as a natural disaster, we ask the following:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to the Resource Center if possible. Streets should be as open as possible for emergency vehicles.
- Listen to your local radio station and news for information and advice.

In conjunction with the National Association for Search and Rescue, we urge every family to make home emergency plans and preparations.

If you have questions about our emergency preparedness program, please contact your teacher. A complete copy of

the SSS Comprehensive School Safety Plan is available on the school website and at each Resource Center.

### *School Bus and Passenger Safety*

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety as outlined in the Transportation Safety Plan.

## Transportation Safety Plan

Because Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School ("CHARTER SCHOOL" or the "Charter School") provides transportation to CHARTER SCHOOL activity, the Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each CHARTER SCHOOL and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the CHARTER SCHOOL discipline policy.

**Definitions**

- "*School bus*" is any motor vehicle designed, used, or maintained for the transportation of a Charter School student at or below the grade 12 level to or from Charter School Resource Center or to and from Charter School activities. "School bus" does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.

  "*School activity bus*" is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School students at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

- *"Private passenger vehicle"* is any other privately owned or leased vehicle not included in the definitions above, designed for and when not carrying more than 10 persons, and operated by a parent/guardian or staff driver to transport student to and from a Charter School activity.

**Determining Whether a Student Requires an Escort**

If the Resource Center or school activity destination is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers' direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Students Regarding Boarding and Exiting the Bus**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student's parent and endorsed by the Executive Director.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at CHARTER SCHOOL Resource Center or Other School Activity Location**

CHARTER SCHOOL has created the following procedures to govern the safe entry and exit of all students at Charter School Resource Center or other school activity location.

Boarding Buses at Resource Center or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.

4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School Resource Center, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
    a. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
    b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
    c. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School Resource Center or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

CHARTER SCHOOL staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School Resource Center and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, CHARTER SCHOOL staff shall adhere to the following procedures:

1. Before leaving the Resource Center for a school activity, the Charter School teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

CHARTER SCHOOL shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

CHARTER SCHOOL shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student's home.
2. General rules of conduct at school bus loading zones, such as:
    a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
    b. Students are not to play in or be in the street or private property.
    c. Students shall be on the proper side of the street before the bus arrives at the bus stop.
    d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
    e. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
    f. Students should not approach the bus until it comes to a complete stop at the stop;
    g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
    h. Students should understand the bus driver is in charge at all times, and students should follow the bus driver's directions.
    i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
    j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan.
4. School bus danger zone(s).
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, CHARTER SCHOOL shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
    a. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
    a. Proper fastening and release of the passenger restraint system;
    b. Acceptable placement of passenger restraint systems on students;

c. Times when the passenger restraint systems should be fastened and released; and
d. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code section 34501.6, CHARTER SCHOOL is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Executive Director that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Executive Director may consult with legal counsel as needed.
3. The Executive Director may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Executive Director.

**School Employees and Parent/Guardian as Chaperones and Drivers (Private Passenger Vehicles)**

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Executive Director or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A participating parent or guardian may be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

Parent/guardian or staff may transport students in their private vehicles for field trips. Parents may decline permission for their child to be transported by a staff member/other parent or guardian in a private passenger vehicle, in which case that student will be responsible for his/her own transportation.

All adults taking out-of-state field trips or excursions (including athletics meets and games), and all parents or guardians of pupils taking out-of-state field trips or excursions (including athletics meets and games) are required to sign a statement waiving all claims against Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion (including athletics meets and games).

At all times during the field trip or excursion, employee and volunteer drivers will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit

of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

CHARTER SCHOOL shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion (including athletics meets and games) must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.

4. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

5. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Executive Director or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the employee's/volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the car. Employee/volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.

5. Maps and directions from the teacher/coach should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip/excursion including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

### *Non-Discrimination Statement*

SSS ("charter school) is committed to equal opportunity for all individuals in education. SSS shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

SSS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

SSS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

SSS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

SSS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which SSS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. SSS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the SSS Uniform Complaint Procedures ("UCP") Compliance Officer:

Lynne H. Alipio
Chief Business Officer and CFO
(858) 678-2048
10170 Huennekens Street
San Diego, CA 92121

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

## *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SSS (or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school administrative offices, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School faculty and staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. SSS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator")**:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Prohibited Unlawful Harassment under Title IX**
Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's 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 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.

* "Reasonable student" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in SSS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that SSS investigate the allegation of sexual harassment.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

SSS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

SSS advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

SSS informs Charter School employees, students, and parents/guardians of SSS's policies regarding the use of technology in and out of the classroom. SSS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

SSS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. SSS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at SSS and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

SSS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

SSS informs employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

**3. Professional Development**

SSS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other SSS employees who have regular interaction with students.

SSS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by SSS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

SSS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for SSS's students.

**Grievance Procedures**

**1. Scope of Grievance Procedures**

SSS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the SSS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, SSS will utilize the following grievance procedures in addition to its UCP when applicable.

**2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Tim Tuter
Executive Director
858-678-2042
ttuter@altusschools.net
Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. SSS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**3. Supportive Measures**
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to SSS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or SSS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. SSS will maintain as confidential any supportive measures provided to the complainant or

respondent, to the extent that maintaining such confidentiality would not impair the ability of SSS to provide the supportive measures.

**4. Investigation and Response**
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of SSS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence;
        - A statement that SSS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - SSS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with SSS's policies.
    - SSS may remove a respondent from SSS education program or activity on an emergency basis, in accordance with SSS's policies, provided that SSS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, SSS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If SSS offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
            - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

        - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
      - Obtain the parties' advance voluntary, written consent to the informal resolution process.
    - SSS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
    - The decision-maker will not be the same person(s) as the Coordinator or the investigator. SSS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
    - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
    - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
    - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
    - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
    - Prior to completion of the investigative report, SSS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
    - The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
    - If the investigation reveals that the alleged harassment did not occur in SSS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable SSS policy.
    - SSS may dismiss a formal complaint of sexual harassment if:
      - The complainant provides a written withdrawal of the complaint to the Coordinator;
      - The respondent is no longer employed or enrolled at SSS; or
      - The specific circumstances prevent SSS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, SSS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - SSS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
      - The allegations in the formal complaint of sexual harassment;
      - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
      - The findings of facts supporting the determination;
      - The conclusions about the application of SSS's code of conduct to the facts;
      - The decision and rationale for each allegation;

- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

**5. Consequences**
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from SSS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by SSS in response to a formal complaint of sexual harassment.

**6. Right of Appeal**
Should the reporting individual find SSS's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of SSS's decision or resolution, submit a written appeal to the Chairperson of the Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and SSS will implement appeal procedures equally for both parties.
- SSS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

**7. Recordkeeping**
All records related to any investigation of complaints under this Policy are maintained in a secure location.

SSS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

****

## *Educational Equity and Immigration Status Policy*

Sweetwater Secondary School ("Charter School") recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.
Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to

facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

**Responding to Hate Crimes and Bullying**

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

**Gathering and Managing Student and Family Information**

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of pupils or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

*Admissions and Enrollment*

As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will

immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

*Social Security Information:*

Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

**Sharing Student and Family Information**

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

**Responding to Immigration Enforcement on Campus**

No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

*Procedures for Responding to On-Campus Immigration Enforcement*

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant
    c. Subpoena for production of documents or other evidence
        i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and
    g. Photo or copy of any documents presented by the agent

10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

**Responding to the Detention or Deportation of a Student's Family Member**

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

*Family Safety Plan*

To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

*Additional Resources*

In the event that a student's family member is detailed, 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*

*Sweetwater Secondary School ("Charter School") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.*

**Definitions**

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy"*: publicizing or distributing confidential or private material without permission.

*On-Resource Center Expression*

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.

A. <u>Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter</u>

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Executive Director, . Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at site entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in school offices, nor be substantially disruptive to resource center activities (as determined by the School Coordinator or the school's administrator, including but not limited to tutoring and group study.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a pupil-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[1] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials in resource center locations convenient to student use. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized resource center demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the 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.

[1] "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.

No organized demonstrations by school groups may take place off-site during school hours unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school events, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

*Off- Site Expression*

Off-site student expression, including but not limited to student expression on internet web sites not accessed from the resource centers, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

**Enforcement**

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of a resource center, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**Complaints**

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint by contacting the Charter School's Executive Director.

****

### *Teacher Qualifications*

Our school focuses on delivering a strong standards-based and personalized educational program. Professional development for teachers, communication with parents, and opportunities for tutoring have always been common practice at the school.

We have a rigorous selection process and we believe our teachers are outstanding. We not only hire teachers who are strong academically, we choose people:

- who will work with both the family and the student,
- who will go above and beyond in helping your child develop workplace skills like responsibility and dependability,
- who will assess your child's strengths and build on them,
- who will provide support for their areas of weakness, and
- who will help your child succeed both personally and academically.

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents are invited to seek further information on their specific teacher's or paraprofessional's professional qualifications.

### *Communication*

SSS seeks to convey the most current, accurate information possible to our parents and students. This includes the use of surveys and periodic ***AlertNow*** automated messages to your contact numbers. These messages will contain timely, important information. In addition, please "Like" our Facebook page (www.facebook.com/Altus4U) to keep up-to-date on all SSS information.

As we encourage our students to succeed and be accountable for their work, we expect the same for our organization and our employees. If you have suggestions, ideas, or concerns, please feel free to discuss it with your student's teacher.

### *Uniform Complaint Policy and Procedures ("UCP")*

Board Policy #: 1500
Adopted/Ratified: May 5, 2009
Amended Dates: June 29, 2015; March 10, 2016; August 26, 2020;

The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School") board policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

**Scope**

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Audeo shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, Audeo, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Audeo acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief Business Officer ("CBO") or designee on a case-by-case basis. Audeo shall ensure that complainants are protected from retaliation.

**Compliance Officers**
The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Lynne H. Alipio
Chief Business Officer and CFO
10170 Huennekens Street
San Diego, CA 92121
(858) 678-2048

The CBO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CBO or designee.

Should a complaint be filed against the CBO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

**Notifications**

The CBO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Audeo's website. Audeo shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language
The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that Audeo is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Audeo is operating pursuant to Title 22 licensing requirements.
3. A statement that Audeo is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of Audeo's decision, except if Audeo has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals Audeo's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if Audeo finds merit in a UCP complaint, or the CDE finds merit in an appeal, Audeo shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.
11. A statement that copies of Audeo's UCP shall be available free of charge.

**Procedures**

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**
  Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CBO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CBO or designee shall be made in writing. The period for filing may be extended by the CBO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The School Coordinator shall respond immediately upon a receipt of a request for extension.

  All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Audeo Board of Directors approved the LCAP or the annual update was adopted by the Audeo.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**
  Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**
  The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

  The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.
  A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**
  Audeo shall issue an investigation report (the "Decision) based on the evidence. Audeo's decision shall be in writing and sent to the complainant within sixty (60) calendar days of Audeo's receipt unless the timeframe is extended with the written agreement of the complainant. Audeo's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

  The Decision shall include:
  1. The findings of fact based on evidence gathered.
  2. The conclusion providing a clear determination for each allegation as to whether Audeo is in compliance with the relevant law.
  3. Corrective actions, if Audeo finds merit in the complaint and any are warranted or required by law.
  4. Notice of the complainant's right to appeal Audeo's decision within thirty (30) calendar days to the CDE, except when Audeo has used its UCP to address complaints that are not subject to the UCP requirements
  5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

**Appeals to the California Department of Education**

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Audeo failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, Audeo's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Audeo's Decision are not supported by substantial evidence.

4. The legal conclusion in Audeo's Decision is inconsistent with the law.

5. In a case in which Audeo's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE, that the complainant has appealed the Decision, the CBO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Audeo for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

**Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful

discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

A copy of the UCP shall be available upon request free of charge on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## *Student Fees Policy*

This student fees policy has been adopted by the Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school. This Policy applies to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School ("Audeo" or "Charter School").

**General Statement of Policy**
No student enrolled in Charter School shall be required to pay a student fee for participation in Charter School 's educational activity unless specifically authorized by law.

**I. Definitions**

"Educational activity" means any activity offered by the Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

**II. Policy Against Unlawful Pupil Fees**

1. All supplies, materials, and equipment needed for students to participate in the Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by Charter School, or students who make

voluntary donations to the Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by the Charter School to graduating students and must be returned to the Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

**III. <u>Lawful Fees</u>**

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Charter School Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School.

6. Fees for outdoor science school camp programs or cadet corps program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct cost of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the school's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

## IV. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities. Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

## V. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School 's Student and Parent Handbook.

## VI. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Executive Director or designee, or file a complaint pursuant to pursuant to Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

****

## *Suicide Prevention Policy*

The Governing Board of Sweetwater Secondary School("Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Governing Board has developed prevention strategies and intervention procedures.

The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and post-vention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact.

**Prevention and Instruction**
Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the Charter School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis. California Department of Education youth suicide prevention information can be found at: http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in the Charter School's instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.

2. Identify alternatives to suicide and develop coping and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

**Staff Development**
Suicide prevention training for staff may be designed to help staff identify and find help for students at risk of suicide. Materials approved by the Charter School for training shall include how to identify appropriate mental health services, at school facilities and within the larger community, and when and how to refer youth and their families to those services. The training may be offered under the discretion of the Executive Director and/or Governing Board and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

4. School and community resources and services for students and families in crisis and ways to access them.

5. Charter School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

**Intervention and Emergency Procedures**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at the Charter School or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred;

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

2. Designate specific individuals to be promptly contacted, for example the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in school activities to notify a teacher, Executive Director, another school administrator, psychologist, school counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**Employee Qualifications and Scope of Services**
Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

A complete copy of the Suicide Prevention Policy is available on the school website.

## *Education for Homeless Children and Youth Policy*

The Board of Directors of Audeo Charter School hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not

stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**Charter School Liaison**

The Executive Director designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~Rachel Thomas~~Ana Maria Rojas, Equity and Inclusion ~~Officer~~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.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**Enrollment**

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of

homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**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)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in career 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 will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.

**High School Graduation Requirements**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Notice**

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

**Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

****

A copy of the complete board policy is available on the Charter School website.

## *Education for Foster and Mobile Youth Policy*

**Introduction**

The Board of Directors of Audeo Charter School hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

**Definitions**

- *"Foster youth"* means a child who has been removed from their home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.

- "*Former juvenile court school pupil*" means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has

continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Pupil participating in a newcomer program"* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

**Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

~~**Rachel Thomas**~~**Ana Maria Rojas**
**Equity and Inclusion ~~Officer~~Administrator**
~~rthomas@charterschool-sandiego.net~~ arojas@altusschools.net

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.

2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion ~~Officer~~ Administrator or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of

Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

**Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], 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.

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

[2] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

the University of California.

**Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion ~~Officer~~ Administrator or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation

requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. 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 graduation requirements within the student's fifth year of high school, the Equity and Inclusion ~~Officer~~ Administrator or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide 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.

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.

****

**Availability of Complete Policy**

For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

## *Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education*

**A. SECTION 504 POLICY**

The Board of Directors of Audeo Charter School hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, and Sweetwater Secondary School hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable

about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;

   b. has a record of such an impairment; or

   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or

procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a

Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what

assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

   a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

   b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

   c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the

effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy

- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Kirsten Ramirez Henderson
   111Fletcher Parkway, El Cajon, CA 92020
   (619)-393-2270
   khenderson@altusschools.net

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.

- Review of the 504 Plan by the Executive Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Executive Director.

8. The parent/guardian and the School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.

   - Present written and oral evidence.

   - Question and cross-examine witnesses.

   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the

Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

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

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

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

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School , the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special

Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

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

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office

50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 111Fletcher Parkway, El Cajon, CA 92020, with any questions regarding the information contained herein.

****

A copy of the School's Section 504 policies and procedures is available upon request and on the school website.

## *Special Education/Students with Disabilities/Child Find*

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special educations students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Hayley Beaupre, School Coordinator at (858) 249-7019.

## *Education Records and Student Information Policy*

The Governing Board of Sweetwater Secondary School ("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*": 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
    8. Date and place of birth
    9. Dates of attendance
    10. Grade level
    11. Degrees, honors, and awards received
    12. The most recent educational agency or institution attended
    13. 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; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest"*: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

**Disclosure Of Directory Information**

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

**Annual Notification To Parents And Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends

to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

**Parental And Eligible Student Rights Relating To Education Records**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. **Copies of Education Records**

   Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. **Request for Amendment to Education Records**

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

   a. Inaccurate.
   b. Misleading.
   c. In violation of the privacy rights of the student.

   Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

   If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

3. **Hearing to Challenge Education Record**

   If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

   The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release

information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Executive Director or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator for Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Executive Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

**Disclosure Of Education Records And Directory Information**

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

**Record Keeping Requirements**

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off

premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

**Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

**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.

****

A copy of the complete Policy is available on the school website.

## *Professional Boundaries: Staff/Student Interaction Policy*

The Board of Directors of Audeo Charter School hereby adopts this Staff/Student Interaction Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont

Secondary School, and Sweetwater Secondary School, hereafter collectively referred to as "Charter School."

The Governing Board recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

**I. PURPOSE AND SCOPE**

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).

The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to:

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.

(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.

(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)

(4) Clarify that improper action will have significant consequences.

(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.

(6) Define the process that Charter School will use for addressing potential improper conduct.

(7) Preserve student and staff privacy rights during any pending investigation.

**II. BACKGROUND AND GENERAL POLICY PROVISIONS**

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.

The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

## III. BOUNDARIES

### A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

### B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

**Unacceptable Staff/Student Behaviors (Violations of this Policy)**

This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.
3. Any type of unnecessary physical contact with a student in a private situation.

4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

**Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission**

1. Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

**Cautionary Staff/Student Behaviors**

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

**Acceptable and Recommended Staff/Student Behaviors**

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.

10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

**IV. CORPORAL PUNISHMENT**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

**V. Reporting**

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

**VI. Investigating**

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Administrator of Instructional Services that an investigation is in progress; the Administrator of Instructional Services, in turn, shall notify the Executive Director of the existence and status of any investigations. Upon completion of any such investigations, the Administrator of Instructional Services shall direct the investigating administrator to report to the Executive Director any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

**VII. Consequences**

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action.

**VIII. Training**

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

****

# LCFF Budget Overview for Parents



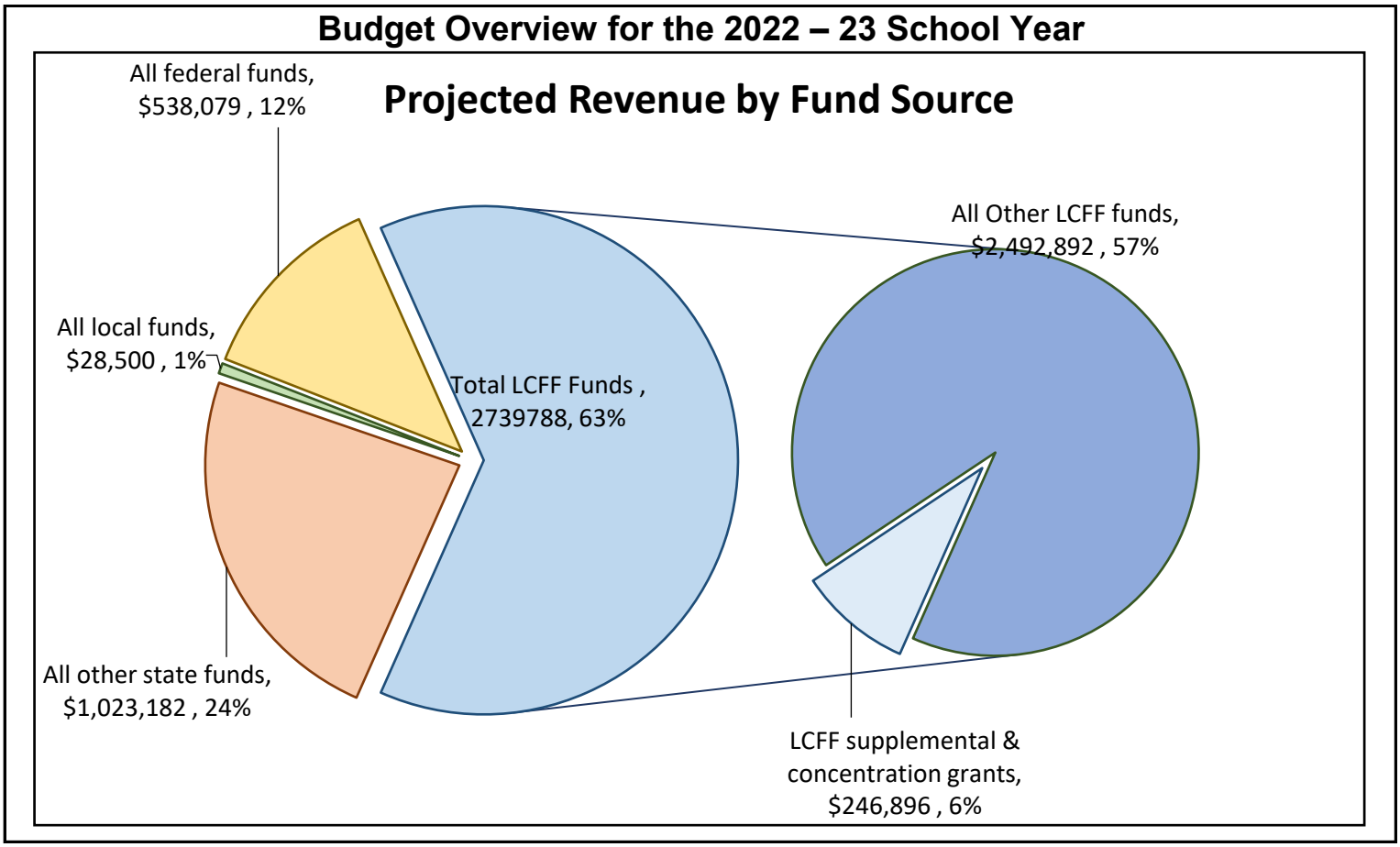
Local Educational Agency (LEA) Name: Audeo Charter School II

CDS Code: 37103710134577

School Year: 2022 – 23

LEA contact information: Hayley Beaupre Ph: (858) 678-2050 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).



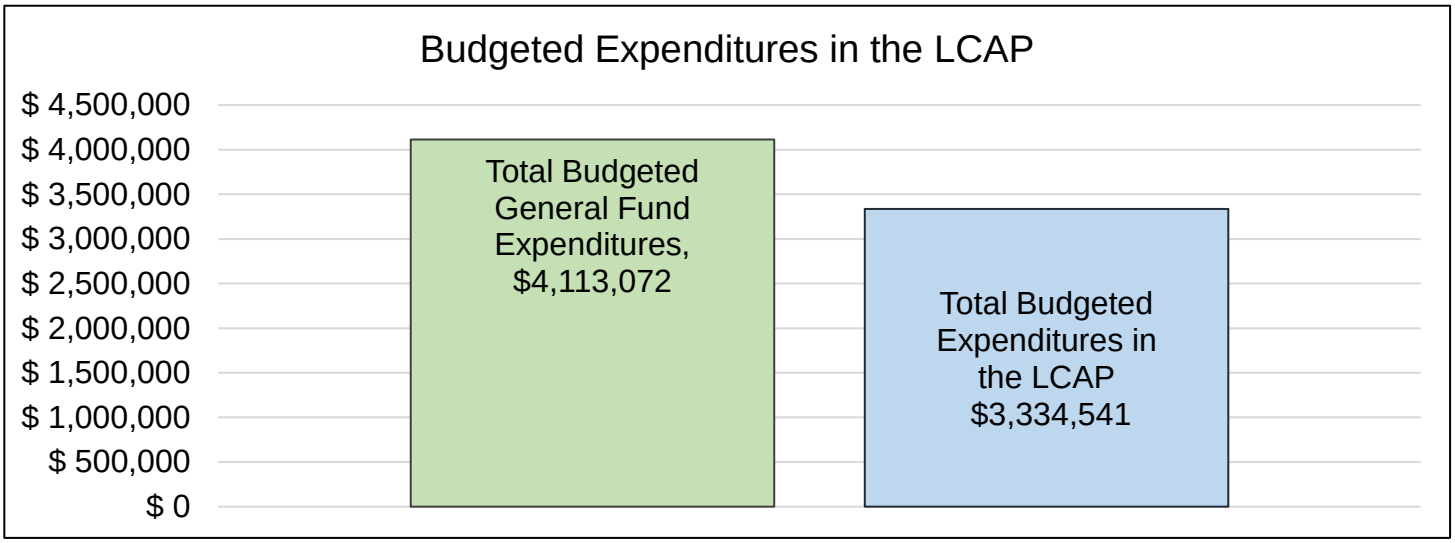

This chart shows the total general purpose revenue Audeo Charter School II expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School II is $4,329,549.00, of which $2,739,788.00 is Local Control Funding Formula (LCFF), $1,023,182.00 is other state funds, $28,500.00 is local funds, and $538,079.00 is federal funds. Of the $2,739,788.00 in LCFF Funds, $246,896.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Audeo Charter School II plans to spend $4,113,072.00 for the 2022 – 23 school year. Of that amount, $3,334,541.00 is tied to actions/services in the LCAP and $778,531.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

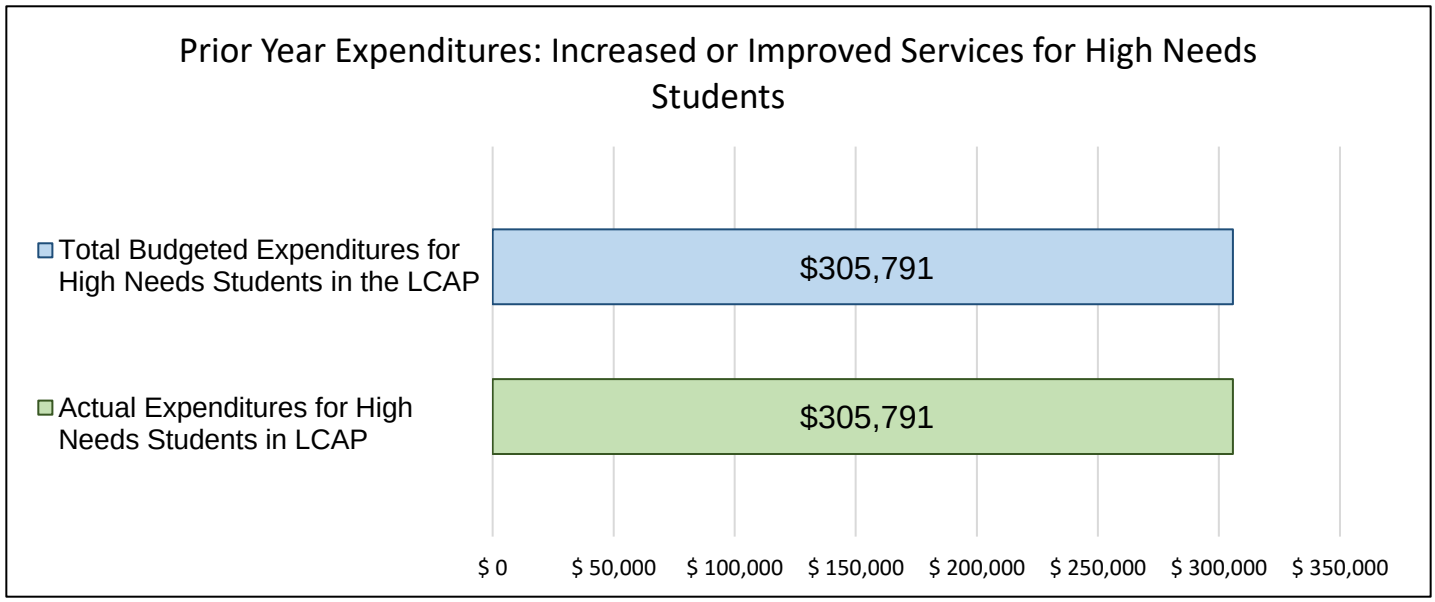
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Audeo Charter School II is projecting it will receive $246,896.00 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 $709,866.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22




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 2021 – 22, Audeo Charter School II's LCAP budgeted $305,791.00 for planned actions to increase or improve services for high needs students. Audeo Charter School II actually spent $305,791.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Charter School II (Audeo II) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.
- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. Audeo II engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated $100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo II belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of resources, parent materials, and services to encourage parent outreach activities. Audeo II staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated

$450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo II worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Charter School II (Audeo II) is not eligible for the additional concentration grant add-on funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Charter School II (Audeo II) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, Audeo II deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo II deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo II commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo II staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo II staff have been able to support each student’s individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School’s Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of

all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at https://audeo2.com/about-2/lcap/.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at https://audeo2.com/about-2/public-notices/.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo II with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo II was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed

air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo II entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, Audeo II planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, Audeo II was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo II has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Audeo II has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo II recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo II invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In

addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo II has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo II continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

# 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**<br>Administrator of Instructional Services | hbeaupre@altusschools.net<br>(858) 678-2050 |

# Plan Summary: 2022-23

## 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.

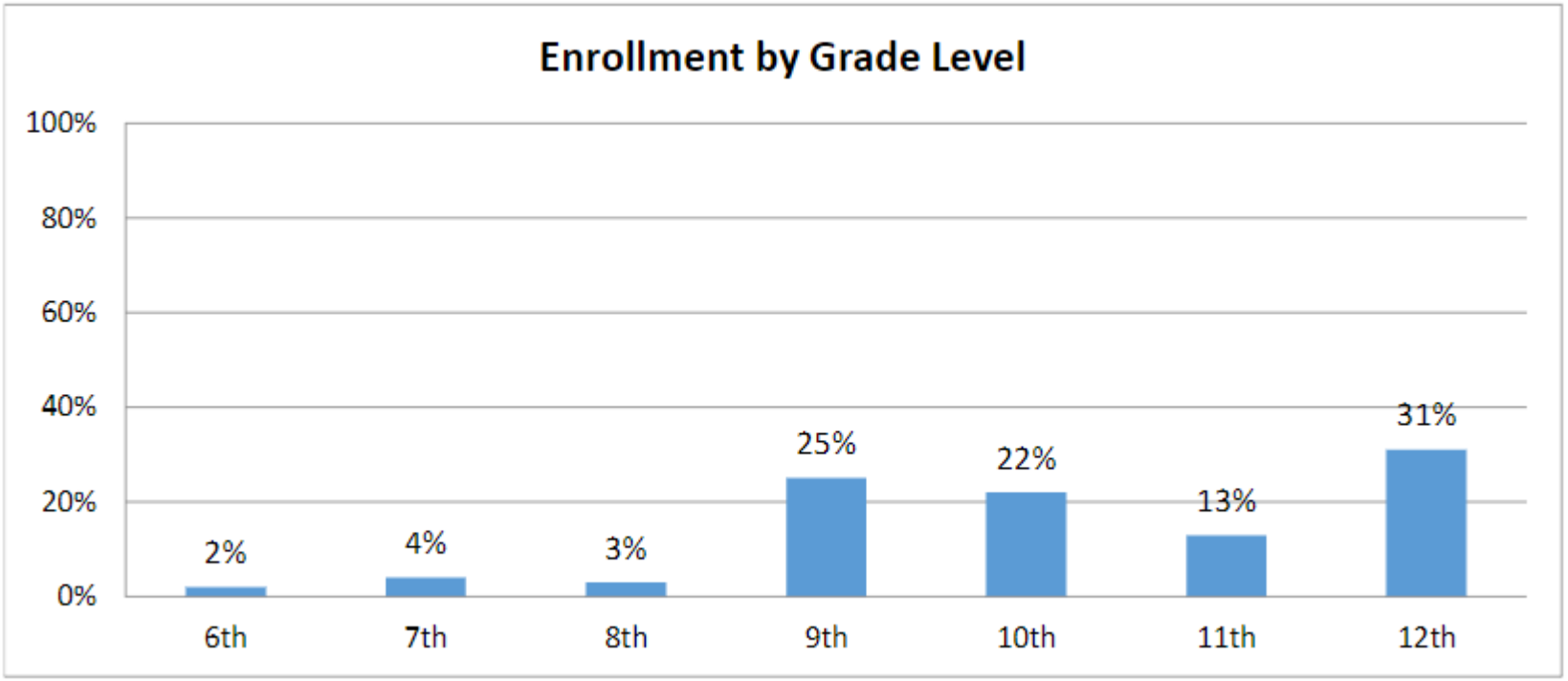
Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo II are based on Common Core State Standards and are infused with appropriate technology-based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

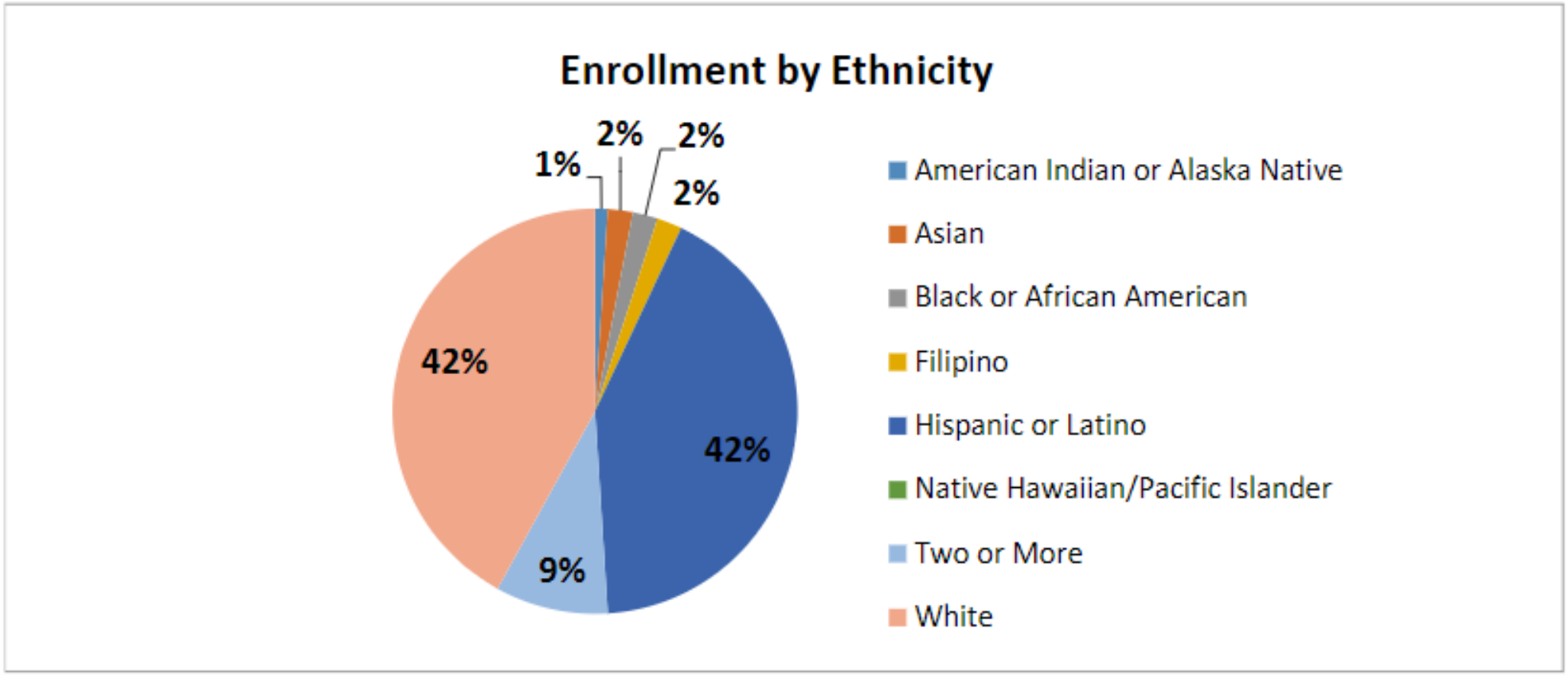
a) Expelled
b) Suspended more than 10 days in a school year
c) Wards of the Court
d) Pregnant and/or parenting
e) Recovered Dropouts
f) Habitually Truant
g) Retained more than once in kindergarten through grade eight
h) Students who are credit deficient
i) Students with a gap in enrollment
j) Students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

In April 2022, Audeo II had a total enrollment of 209 students. Enrollment by Grade Level is displayed below. Currently, there are no students enrolled in K-5.




Of these 209 students, 50% were Socioeconomically Disadvantaged, 23% were Students with Disabilities, 9% were GATE, 4% were English Learners, 5% were Homeless, and 0.5% were Foster Youth.

In addition, of these 209 students, 42% were Hispanic, 42% were White and 2% Black or African American. 14% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.




## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo II's educational partners continue to be satisfied with the progress on meeting LCAP Goals, state/local priorities and the commitment to providing a personalized plan for all students. This personalized approach is the school's key instructional process, known as the **Pathways Personalized Education Plan (PPEP)**. Throughout the COVID-19 pandemic, a PPEP has been collaboratively created, monitored and adjusted for all students to help them meet their academic goals. By surveying and talking with students and families upon enrollment, we know that the majority seek enrollment at CSSD because traditional educational models have failed them and they want an

innovative approach that will allow them to ‘catch up’ on credits, increase academic proficiency in ELA and Mathematics and graduate on-time with their cohort.

Along with the PPEP, the school’s Instructional Plan utilizes a systematic and collaborative approach to increase student outcomes: Instruction, Equity/Inclusion, Curriculum, Data/Assessment and Professional Learning. Educational partners believe that the aforementioned systems and structures have supported student engagement and elevated academic achievement despite the COVID-19 pandemic which has disrupted the lives of staff, students and family members since March 2020.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the California Department of Education (CDE) website if they were determined to be valid and reliable. Audeo II’s One-Year Graduation Rate for 2021 was made available. **The Graduation Rate for All Students was 82.2%**. This is a 18.9% improvement from the prior school year which was 63.3%. Educational partners are thrilled with this positive year-over-year growth and believe that the school is capable of maintaining this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to college/career pathways.

Audeo II educational partners are proud of the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 77% of students tested met their NWEA Reading Growth Target
- 88% of students tested met their NWEA Language Growth Target
- 70% of students tested met their NWEA Math Growth Target

Educational partners continue to be satisfied with the strong **School-to-Home Partnership** that has remained intact throughout the COVID-19 pandemic. Based upon Student and Parent LCAP Engagement Surveys, it is evident that the educational program is meeting the unique needs of students and families. Some of the key survey findings are provided below (survey results as of April 2022):

**Educational Program**

- 97% of students report high levels of satisfaction with the school
- 100% of parents report high levels of satisfaction with the school

**School Safety**

- 100% of students report high levels of school safety satisfaction
- 100% of parents and family members report high levels of school safety satisfaction

Lastly, educational partners believe that the school has successfully maintained student engagement throughout the COVID-19 pandemic by providing students with innovative and high-quality instructional formats, including one-one-one academic tutoring, small group instruction, virtual or in-person access to instructional staff. Instructional staff have stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. **As of April 2022, Audeo's cumulative Participation Rate for the school year is 90.7%**. In addition, significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learner, and Socioeconomically Disadvantaged are all exceeding the school's locally set target of 84%. The academic support and engagement methods utilized by instructional staff this year will continue to be implemented for 2022-23, while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 Dashboard. The 2019 Dashboard is the most recent and complete. According to the 2019 Dashboard, the school's **Chronic Absenteeism** rate for all Students (grades 6-8) was 32%. This is a Red performance rating. The Socioeconomically Disadvantaged student group also received a Red performance rating and the Hispanic student group received an Orange rating. Since 2019, school staff have focused on reducing Chronic Absenteeism for all students, particularly for specific student groups, by enhancing the MTSS Framework and real-time monitoring and response systems. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year.

In 2019, the schoolwide **Graduation Rate** was 71.6%, which is a Green performance rating. There were two student groups that received a Red rating: Socioeconomically Disadvantaged students and Hispanic students. While a performance gap existed in 2019, the school since then has implemented engagement strategies to improve the Graduation Rate for All Students and numerically significant student groups, as demonstrated in the chart below:

## Graduation Rate by Student Group

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Graduation Rate |
|---|---|---|---|
| All Students | 90 | 74 | 82.2% |
| English Learners | 3 | * | * |
| Homeless | 6 | * | * |
| Socioeconomically Disadvantaged | 39 | 27 | 69.2% |
| Students with Disabilities | 12 | 9 | 75.0% |
| African American | 2 | * | * |
| Asian | 1 | * | * |
| Hispanic | 29 | 21 | 72.4% |
| Native Hawaiian or Pacific Islander | 1 | * | * |
| White | 46 | 41 | 89.1% |
| Two or More Races | 11 | 9 | 81.8% |

Audeo II was able to successfully graduate 74 students during the 2020-21 school year, which is considered an 82.2% Graduation Rate. While the school is satisfied with the continued growth in this indicator, staff will remain focusing on closing performance gaps for Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. In order to increase performance of these specific student groups, the school will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance the graduation rate monitoring system that strategically identifies low performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning barriers by providing students with home technology, bus passes, and a meal program.

Based upon the 2019 Dashboard, 71.4% of ELs are making progress towards **English language proficiency** or maintaining the highest

level on the English Language Proficiency Assessments for California (ELPAC). This is considered a Very High progress level. Educational partners believe that by implementing both Integrated and Designated ELD programs, a Very High progress level can be maintained (greater than 65%). The school successfully administered the Summative ELPAC to English learner students in spring 2022 and are awaiting results.

According to the 2019 Dashboard, 12.6% of Audeo II graduates met the prepared criteria for **College/Career**. The school received an Orange performance rating for this indicator. And the following student groups received Red or Orange rating: Hispanic, SED, and White. Educational partners believe that this academic performance indicator will continue to be a challenge for the school because the average length of student enrollment is 12-18 months. In addition, many students enroll at Audeo II during their junior or senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focus and that there are opportunities to expand student participation in CTE Pathways, Early College Credit Programs, and Leadership/Military Science courses. School counselors will provide counseling sessions focused on creating a College/Career plan for all students, along with ongoing monitoring and management.

In 2019, All Students who completed the **Smarter Balanced ELA Summative Assessment** scored 2 points below standard. The school received a Yellow performance rating for this indicator. There were no student groups that received a Red or Orange performance rating. Educational partners report satisfaction with the maintained performance from the prior year for All Students. CAASPP was administered to students from May-June 2022 and results will be available after July 2022.

In 2019, All Students who completed the **Smarter Balanced Mathematics Summative Assessment** scored 82.6 points below standard. The school received an Orange performance rating for this indicator. There were no student groups that received a Red or Orange performance rating. Educational partners state that math achievement continues to be a critical area of need. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards.

According to the 2019 Dashboard, the school received a Blue performance rating for **Suspension Rate**. Educational partners continue to report that they are satisfied with school safety. Due to the instructional design and approach, which is committed to small group learning, mitigates potential behavior and conflict. For the 2021-22 school year, there have been to student suspensions or expulsions.

Educational partners believe that professional learning is key to continued success on Dashboard indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE). The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents

and family members with information, training and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. Equity and Inclusion staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organization that can provide additional academic, mental health and behavioral services to students and family members.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

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

**Key Actions and Services for <u>All Students:</u>**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

**Key Actions and Services for <u>All Students:</u>**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

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

**Key Actions and Services for <u>All Students:</u>**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

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

**Key Actions and Services for <u>All Students:</u>**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

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

**Key Actions and Services for <u>All Students:</u>**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource center

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Interactive and engaging English Learners Advisory Committee (ELAC)
- Bus Pass Program

# 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 not eligible for CSI.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo II is not eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

Audeo II is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2022-23 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

**Board of Directors and Community**
Date: July 29, 2021
Involvement Method: Board Meeting

**School Leadership Team**
Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

**Parents and Family Members**
Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

**Board of Directors and Community**
Date: August 24, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: September 9, 2021
Involvement Method: Board Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: August 26-27
Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

**Students, Parents and Family Members**
Date: October 4-29, 2021
Involvement Method: School Open House Events

**Board of Directors and Community**
Date: October 20, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: October 28, 2021
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: October 29, 2021
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: November 9, 2021
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: November 15, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 1, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 9, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: January 27, 2022
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: January 28, 2022
Involvement Method: Instructional Meeting

**School Leadership Team**
Date: February 1-3, 2022
Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**
Date: February 16, 2022
Involvement Method: Board Meeting

**Students, Parents and Family Members**
Date: March 7-25, 2022
Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**
Date: March 11, 2022
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: May 12, 2022
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: March 18, 2022
Involvement Method: Board Meeting

**El Dorado Charter SELPA**
Date: May 10, 2022
Involvement Method: Professional Development and Support for Special Education Program

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: May 20, 2022
Involvement Method: Instructional Meeting

**Board of Directors and Community**
Date: June 24, 2022
Involvement: Regular Board Meeting

The school's 2022-23 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

**Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

**Parents and Family Members:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.

- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Parent Advisory Committee:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to both acquire additional instructional support staff that can provide small group tutoring and maintain a partnership with a local non-profit tutoring organization that can provide academic coaches.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English leaners students require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTR), that can support the instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform.

Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.,

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Audeo II is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo II credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo II is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of teachers are fully credentialed and appropriately assigned | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of teachers are fully credentialed and appropriately assigned |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br><u>One-Year DASS Graduation Rate</u>:<br>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr>
<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>
Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>90.2%</td></tr>
<tr><td>Hispanic</td><td>88.2%</td></tr>
<tr><td>White</td><td>88%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>90.5%</td></tr>
<tr><td>SWD</td><td>100%</td></tr>
</table>
Note: Projected results as of March 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Chronic Absenteeism</u>:<br>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>15%</td></tr>
<tr><td>Hispanic</td><td>12.5%</td></tr>
<tr><td>White</td><td>19.2%</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>24%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>6.5%</td></tr>
<tr><td>Hispanic</td><td>6.7%</td></tr>
<tr><td>White</td><td>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>11.1%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Note: Projected results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td><10%</td></tr>
<tr><td>Hispanic</td><td><10%</td></tr>
<tr><td>White</td><td><10.2%</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%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced ELA Summative Assessments:<br>Average Distance from Standard is greater than -5.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-2</td></tr><tr><td>Hispanic</td><td>-0.8</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>*</td></tr><tr><td>SED</td><td>-23.7</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-2</td></tr><tr><td>Hispanic</td><td>>-0.8</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>*</td></tr><tr><td>SED</td><td>>-23.7</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced Mathematics Summative Assessments:<br>Average Distance from Standard is greater than -25.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-82.6</td></tr><tr><td>Hispanic</td><td>-77.3</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>-91.8</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-73.6</td></tr><tr><td>Hispanic</td><td>>-88.3</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>>-82.8</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>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)</td>
<td><table><tr><th colspan="2">2020-21 Source: DataQuest</th></tr><tr><td>ELA</td><td>60.97%</td></tr><tr><td>Mathematics</td><td>12.2%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>ELA</td><td>Not Available</td></tr><tr><td>Mathematics</td><td>Not Available</td></tr></table><br>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>ELA</td><td>>60.97%</td></tr><tr><td>Mathematics</td><td>>12.2%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br><u>English Learner Progress Indicator</u>:<br>More than 45% of English Learners are making progress towards English Language proficiency</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>English Learners</td><td>71.4%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>English Learners</td><td>Not available</td></tr></table><br>Note: ELPAC administration is from February to May 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>English Learners</td><td>>45%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br><u>English Learner Reclassification Rate</u>:<br>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total</td>
<td><table><tr><th colspan="2">2019-20 Source: DataQuest</th></tr><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></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Audeo II Reclassification Rate</td><td>Not available</td></tr></table><br>Note: Data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Audeo II Reclassification Rate</td><td>>13.8%</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Reading growth target</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: Local Reporting</th></tr>
<tr><td>Schoolwide</td><td>78%</td></tr>
<tr><td>Hispanic</td><td>69%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>79%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>77%</td></tr>
<tr><td>Hispanic</td><td>Not available</td></tr>
<tr><td>White</td><td>Not available</td></tr>
<tr><td>African American</td><td>Not available</td></tr>
<tr><td>2+ Races</td><td>Not available</td></tr>
<tr><td>EL</td><td>Not available</td></tr>
<tr><td>SED</td><td>Not available</td></tr>
<tr><td>SWD</td><td>Not available</td></tr>
</table>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Language growth target</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: Local Reporting</th></tr>
<tr><td>Schoolwide</td><td>75%</td></tr>
<tr><td>Hispanic</td><td>*</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>*</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>88%</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>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60%</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Mathematics growth target</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: Local Reporting</th></tr>
<tr><td>Schoolwide</td><td>70%</td></tr>
<tr><td>Hispanic</td><td>67%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>N/A</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>67%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>70%</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>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60%</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>California Science Test:<br>Improve the annual percentage of All Students and Student Groups scoring proficient</td>
<td>
<table>
<tr><th colspan="2">2018-19 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>31.42%</td></tr>
<tr><td>Hispanic</td><td>13.79%</td></tr>
<tr><td>White</td><td>50%</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>22.23%</td></tr>
<tr><td>SWD</td><td>13.33%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: CAST administration is from May to June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>31.42%</td></tr>
<tr><td>Hispanic</td><td>>13.79%</td></tr>
<tr><td>White</td><td>>50%</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>>22.23%</td></tr>
<tr><td>SWD</td><td>>13.33%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Engagement<br><br>Cumulative <u>Student Participation/Attendance Rate:</u><br><br>Exceed 84% or improve 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: Local Reporting</th></tr>
<tr><td>Schoolwide</td><td>88.65</td></tr>
<tr><td>Hispanic</td><td>86.9%</td></tr>
<tr><td>White</td><td>90.2%</td></tr>
<tr><td>African American</td><td>85.4%</td></tr>
<tr><td>EL</td><td>90.65</td></tr>
<tr><td>SED</td><td>83.8%</td></tr>
<tr><td>SWD</td><td>85.15</td></tr>
<tr><td>Foster Youth</td><td>46.7%</td></tr>
<tr><td>Homeless</td><td>69.4%</td></tr>
<tr><td>Cadet Corps</td><td>95.55</td></tr>
<tr><td>Pregnant/Parent</td><td>28.4%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>90.7%</td></tr>
<tr><td>Hispanic</td><td>88.1%</td></tr>
<tr><td>White</td><td>92.1%</td></tr>
<tr><td>African American</td><td>94.6%</td></tr>
<tr><td>EL</td><td>96.8%</td></tr>
<tr><td>SED</td><td>88.1%</td></tr>
<tr><td>SWD</td><td>89.45</td></tr>
<tr><td>Foster Youth</td><td>49.2%</td></tr>
<tr><td>Homeless</td><td>80.2%</td></tr>
<tr><td>Cadet Corps</td><td>95.3%</td></tr>
<tr><td>Pregnant/Parent</td><td>N/A</td></tr>
</table>
Note: Results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>84%</td></tr>
<tr><td>Hispanic</td><td>>84%</td></tr>
<tr><td>White</td><td>>84%</td></tr>
<tr><td>African American</td><td>>84%</td></tr>
<tr><td>EL</td><td>>84%</td></tr>
<tr><td>SED</td><td>>84%</td></tr>
<tr><td>SWD</td><td>>84%</td></tr>
<tr><td>Foster Youth</td><td>>84%</td></tr>
<tr><td>Homeless</td><td>>78.4%</td></tr>
<tr><td>Cadet Corps</td><td>>84%</td></tr>
<tr><td>Pregnant/Parent</td><td>>37.4%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>Middle School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CALPADS</th></tr>
<tr><td>Middle School</td><td>0.0%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Middle School</td><td>Not available</td></tr>
</table>
Note: Results will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Middle School</td><td><5%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>High School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CALPADS</th></tr>
<tr><td>High School</td><td>2.7%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>High School</td><td>Not available</td></tr>
</table>
Note: Results will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>High School</td><td><5%</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Student Confidence Survey:<br>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**<br>Schoolwide: 97% as of March 2021 | **2021-22: Projected**<br>Schoolwide: 95%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >90% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Systematic Approach to Monitor Student Leaning for All Students | a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.<br>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.<br>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. | $5,399 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Evaluate English Language Proficiency for English Learners | a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.<br><br>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.<br><br>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.<br><br>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems.<br><br>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. | $179,252 | Yes |

| | | | | |
|---|---|---|---|---|
| Action 3 | Academic Instruction and Support for All Students | a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program.<br><br>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.<br><br>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals.<br><br>d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades.<br><br>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.<br><br>f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.<br><br>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school.<br><br>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. | $826,610 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards.<br><br>j) School Administrator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. | | |
| Action 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups.<br><br>b) Partner with an educational tutoring organization that can provide underserved student groups with one-on-one and small group supplemental instruction throughout the school week designed to increase student engagement, academic confidence and credit completion.<br><br>c) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.<br><br>d) Equity and Inclusion 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.<br><br>e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. | $356,144 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.<br><br>b) Specialized Academic Instruction (SAI) provided by Education Specialists.<br><br>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. | $473,457 | No |
| Action 6 | Systematic Monitoring of Academic Performance for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.<br><br>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achive3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.<br><br>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator. | $11,564 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.<br><br>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.<br><br>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. | $213,944 | Yes |

# Goal Analysis for 2021-22

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

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

Audeo II was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, Audeo II is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, Audeo II's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, Audeo II's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. Instructional staff continue to utilize the MTSS Framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards.

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 were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

An explanation of how effective the specific actions were in making progress toward the goal.

Audeo II is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California Sate Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. Audeo II will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Audeo II is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>Availability of standards aligned instructional materials to every student | **2020-21 Source: Local Reporting**<br>100% of students | **2021-22: Projected**<br>100% of students | | | **Desired Outcome for 2023-24**<br>100% of students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>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**<br>All students had access and were enrolled in a broad course of study | **2021-22: Projected**<br>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study |
| **Course Access**<br>Increase the annual number of students completing college credit courses | **2020-21 Source: Local Reporting**<br>7 students participating in the Early College Credit Program as of April 2021 | **2021-22: Projected**<br>Dual Enrollment: 10<br>Articulated Credit: 4<br>Total early college credit: 14<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of students completing college credit courses: >7 students |
| **Course Access**<br>Increase annual student participation in Advanced Placement (AP) Courses | **2020-21 Source: Local Reporting**<br>Number of AP Courses Assigned as of April 2021: 57 courses | **2021-22: Projected**<br>Number of AP Courses Assigned: 32 courses<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of AP Courses Assigned: >57 courses |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>Maintain High-Quality and relevant established CTE Career Pathways | **2020-21 Source: Local Reporting**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care | **2021-22: Projected**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management<br><br>**Note:** CTE Career Pathways available as of April 2022 | | | **Desired Outcome for 2023-24**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management |
| **Implementation of State Standards**<br>100% of Core Courses will be aligned to CCSS | **2020-21 Source: Local Reporting**<br>Core Courses Aligned to CCSS: 100% | **2021-22 Projected**<br>Core Courses Aligned to CCSS: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses Aligned to CCSS: 100% |
| **Implementation of State Standards**<br>100% of Science Courses will be aligned to NGSS | **2020-21 Source: Local Reporting**<br>Science Courses Aligned to NGSS: 100% | **2021-22 Projected**<br>Science Courses Aligned to NGSS: 100% | | | **Desired Outcome for 2023-24**<br>Science Courses Aligned to NGSS: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>100% of ELA and Social Science Courses will be aligned to ELD Standards | **2020-21 Source: Local Reporting**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | **2021-22 Projected**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | | | **Desired Outcome for 2023-24**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% |
| **Implementation of State Standards**<br>100% of Core Courses will be UC A-G approved | **2020-21 Source: Local Reporting**<br>Core Courses a-g Approved: 100% | **2021-22 Projected**<br>Core Courses a-g Approved: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses a-g Approved: 100% |
| **Implementation of State Standards**<br>100% of CTE Courses will be aligned to CTE Model Curriculum Standards | **2020-21 Source: Local Reporting**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | **2021-22 Projected**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | | | **Desired Outcome for 2023-24**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway | **2020-21 Source: DataQuest**<br>Schoolwide 1.1%<br>Hispanic 0%<br>White 2.2%<br>African American *<br>2+ Races 0%<br>EL *<br>SED 0%<br>SWD 8.3% | **2021-22: Projected**<br>Schoolwide Not available<br>Hispanic Not available<br>White Not available<br>African American Not available<br>2+ Races Not available<br>EL Not available<br>SED Not available<br>SWD Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide >1.1%<br>Hispanic >0%<br>White >2.2%<br>African American *<br>2+ Races >0%<br>EL *<br>SED >0%<br>SWD >8.3% |
| **Pupil Achievement**<br>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**<br>Schoolwide 15.6%<br>Hispanic 10.3%<br>White 15.2%<br>African American *<br>2+ Races 27.3%<br>EL *<br>SED 5.1%<br>SWD 0% | **2021-22: Projected**<br>Schoolwide Not available<br>Hispanic Not available<br>White Not available<br>African American Not available<br>2+ Races Not available<br>EL Not available<br>SED Not available<br>SWD Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide >15.6%<br>Hispanic >10.3%<br>White >15.2%<br>African American *<br>2+ Races >27.3%<br>EL *<br>SED >5.1%<br>SWD >0% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>0%</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>0%</td></tr>
<tr><td>Hispanic</td><td>>0%</td></tr>
<tr><td>White</td><td>>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>>0%</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>>0%</td></tr>
<tr><td>SWD</td><td>>0%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr>
<tr><td>Schoolwide</td><td>0%</td></tr>
<tr><td>Hispanic</td><td>0%</td></tr>
<tr><td>White</td><td>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>0%</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>0%</td></tr>
<tr><td>Hispanic</td><td>>0%</td></tr>
<tr><td>White</td><td>>0%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>>0%</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>>0%</td></tr>
<tr><td>SWD</td><td>>0%</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Maintain a compliant and accessible Work Experience Education (WEE) Program | **2020-21 Source: Local Reporting**<br>Met compliance requirements set forth by the California Department of Education | **2021-22: Projection**<br>WEE Program remains compliant and available to all students for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Provide a compliant WEE Program for students who want to participate in work-based learning opportunities |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Standards Aligned Course of Study and Curriculum for All Students | a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).<br><br>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.<br><br>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>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).<br><br>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse. | $233,006 | No |

| | | | | |
|---|---|---|---|---|
| Action 2 | Standards Aligned Course of Study and Curriculum for 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.<br><br>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.<br><br>c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.<br><br>d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.<br><br>e) 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.<br><br>f) 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.<br><br>g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. | $157,377 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) 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).<br><br>i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.<br><br>j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | | |

| | | | | |
|---|---|---|---|---|
| Action 3 | College/Career Pathways for All Students | 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.<br><br>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.<br><br>c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.<br><br>d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines.<br><br>e) 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.<br><br>f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.<br><br>g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site.<br><br>h) 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.<br><br>i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high | $343,637 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school student progress towards meeting Approaching and Prepared criteria.<br><br>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections. | | |

# Goal Analysis for 2021-22

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

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

Audeo II was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

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 were only minor variances between actual and budgeted expenditures. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP's measurable outcomes, educational partners are satisfied with the number of Advanced Placement (AP) courses assigned to students and the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>88% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction | **2020-21 Source: Local Reporting**<br>10 ELAD trainings as of April 2021 | **2021-22: Projected**<br>10 ELAD trainings as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual ELAD trainings |
| **Implementation of State Standards**<br>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment | **2020-21 Source: Local Reporting**<br>86% of teachers completed LEC | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |
| **Implementation of State Standards**<br>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations | **2020-21 Source: Local Reporting**<br>97% of staff as of April 2021 | **2021-22: Projected**<br>97% of staff as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo II | **2020-21 Source: Local Reporting**<br>96% of students as of April 2021 | **2021-22: Projected**<br>97% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo II | **2020-21 Source: Local Reporting**<br>98% of parents and family members as of April 2021 | **2021-22: Projected**<br>100% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| Action 1 | Professional Development Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives and staff needs.<br><br>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.<br><br>c) AU professional development trainings for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).<br><br>d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.<br><br>e) 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.<br><br>f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.<br><br>g) 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.<br><br>h) 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. | $43,876 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.<br><br>j) 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.<br><br>k) 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. | | |

| | | | | |
|---|---|---|---|---|
| Action 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | a) The 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.<br><br>b) 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.<br><br>c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.<br><br>d) 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.<br><br>e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students.<br><br>f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.<br><br>g) 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. | $10,371 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.<br><br>i) AU professional development trainings 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. | | |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

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.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards.

AU instructors include teachers, education specialists, subject matter experts and administrators. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 4** | Provide a safe environment and supportive school culture for all educational partners to teach and learn. |

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Suspension Rate: 0% | **2021-22: Projected**<br>Suspension Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Suspension Rate: <1.5% |
| **School Climate**<br>Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Expulsion Rate: 0% | **2021-22: Projected**<br>Expulsion Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Expulsion Rate: <1% |
| **School Climate**<br>More than 90% of students surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>97% of students as of April 2021 | **2021-22: Projected**<br>100% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>More than 90% of parents surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>97% of parents and family members as of April 2021 | **2021-22: Projected**<br>100% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a School Safety Plan that meets the needs of educational partners and is compliant | **2020-21 Source: Local Reporting**<br>School Safety Plan met compliance requirements set forth by local, county and state agencies | **2021-22: Projected**<br>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Safe and Supportive Schools for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed.<br><br>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting).<br><br>c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system).<br><br>d) Provide nursing services to support student overall health and social-emotional well-being.<br><br>e) Provide students and parents with opportunities for input into safety planning. | $47,127 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Social, Emotional and Behavioral Support Systems for All Students | a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.<br><br>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.<br><br>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.<br><br>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.<br><br>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services. | $36,790 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 3 | Social, Emotional and Behavioral Support Systems for 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.<br><br>b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.<br><br>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.<br><br>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.<br><br>e) Nutrition Program to promote student health and well-being. | $49,093 | Yes |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/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.

Due to COVID-19, it was difficult to project ADA and determine staffing needs/levels. For those reasons, there were some variances between the budgeted and actual expenditures related to Goal 4 which is focused on providing a safe and supportive school culture.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon an analysis of the LCAP's metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning | **2020-21 Source: Local Reporting**<br>100% of school facilities | **2021-22: Projected**<br>100% of school facilities as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of school facilities |
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Post-secondary transition meetings to discuss student outcomes<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental and family member participation for students with exceptional needs |
| **Parental Involvement**<br>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members | **2020-21 Source: Local Reporting**<br>27 community-based partnerships | **2021-22: Projected**<br>25 community-based partnerships as of April 2022 | | | **Desired Outcome for 2023-24**<br>Maintain community-based partnerships that support the unique needs of all educational partners |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br><br>Provide six Family Learning Series Trainings to all parents and family members | **2020-21 Source: Local Reporting**<br>Seven Family Learning Series Trainings were facilitated | **2021-22: Projected**<br>Nine Family Learning Series were facilitated as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual Family Learning Series offered to parents and family members |
| **Parental Involvement**<br><br>90% of parents will report that Resource Centers provide innovative learning opportunities for students | **2020-21 Source: Local Reporting**<br>95% of parents and family members as of May 2021 | **2021-22: Projected**<br>97% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Engagement Opportunities for 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.<br><br>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.<br><br>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.<br><br>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.<br><br>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement.<br><br>f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work.<br><br>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program.<br><br>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.<br><br>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and | $344,078 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | digital tools for creativity, critical thinking, collaboration and communication. | | |
| Action 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | a) Provide bus passes to Foster Youth to increase access to the resource center for educational support and services.<br><br>b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.<br><br>c) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.<br><br>d) Provide translated materials and resources for parents and family members of English Learners.<br><br>e) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. | $2,815 | Yes |

# Goal Analysis for 2021-22

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

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

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided an innovative and engaging resource center conveniently located in the community in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

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.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing engaging community-based resources to all students and family members.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. 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.

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

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $246,896 | $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 |
|---|---|---|---|
| 9.9% | 0% | $0 | 9.9% |

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

# Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Audeo 2 is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, Audeo 2 is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

Audeo 2 has an enrollment of unduplicated pupils which exceeds 51% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, Audeo 2 will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- **Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will partner with a tutoring agency that can provide academic coaches to supplement instruction throughout the school week, focused on building foundational academic skills, knowledge and appropriate study habits. And lastly, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.

- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-promise student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students

with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school's need to improve outcomes for at-promise student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.

- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to

low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, Audeo 2 plans to continually monitor the effectiveness of these targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. Audeo 2 will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school's percentage to increase or improve services for unduplicated students is 9.9% and the estimated increased apportionment is $246,896. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Academic Coaches to Provide Supplemental Instruction** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

**Foster Youth Liaison, directed specifically to Foster Youth and families**:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student enrollment process, and ensure they have full and equal opportunity to succeed in school

- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations frequented by staff, students, parents, and family members
- Inform parents and family members of unaccompanied youths of all transportation services
- Provide school staff with professional development related to homeless and foster youth through Altus University

**English Language Plan Implementation, directed specifically to English Learners and families**:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

Actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches**: These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students - there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.

- **Counselors**: Personnel will provide additional academic, college/career and other supports to unduplicated students. These counseling services will be targeted services to students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.

- **Equity and Inclusion Staff**: Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase schoolwide student engagement, services will particularly benefit unduplicated students and other high-need student groups.

- **Data and Assessment Staff**: Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.

- **Connect Program**: Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. The intended outcome is to bridge the gap in family resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC)**: The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. This curriculum design approach is designed to elevate learning of underperforming student groups and unduplicated pupils.

- **Math Specialist**: The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. These math professional development services are primarily intended to elevate math performance of unduplicated pupils.

- **AVID and WRITE Professional Learning**: These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.

- **Healthy Youth Therapist**: Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. These mental health counseling services are intended to bridge the gap in resources for students' groups, particularly unduplicated pupils.

- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. The intended outcome of the school's Nutrition Program is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.

- **Resilience in Student Education (RISE) with Healthy Youth Staff**: Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. RISE is an effective social-emotional program component for underserved student groups and maintains a positive school climate and culture.

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 2 is not eligible for the additional concentration grant add-on funds.

| **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 | Not applicable to single-site LEA | Not applicable to single-site LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to single-site LEA | Not applicable to single-site LEA |

# 2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 1,899,643 | $ 968,822 | $ - | $ 466,075 | 3,334,540 | $ 2,586,691 | $ 747,849 |

| 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 Leaning for All Students | All | $ - | $ - | $ - | $ 5,399 | $ 5,399 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | English Learners | $ 179,252 | $ - | $ - | $ - | $ 179,252 |
| 1 | 3 | Academic Instruction and Support for All Students | All | $ 323,179 | $ 344,940 | $ - | $ 158,491 | $ 826,610 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 115,116 | $ - | $ - | $ 241,028 | $ 356,144 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | SWD | $ 185,791 | $ 254,612 | $ - | $ 33,054 | $ 473,457 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | All | $ 11,564 | $ - | $ - | $ - | $ 11,564 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 213,944 | $ - | $ - | $ - | $ 213,944 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | All | $ 192,373 | $ 25,633 | $ - | $ 15,000 | $ 233,006 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | English Learners & Low-Income | $ 155,856 | $ - | $ - | $ 1,521 | $ 157,377 |
| 2 | 3 | College/Career Pathways for All Students | All | $ - | $ 343,637 | $ - | $ - | $ 343,637 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | All | $ 43,876 | $ - | $ - | $ - | $ 43,876 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 4,604 | $ - | $ - | $ 5,767 | $ 10,371 |
| 4 | 1 | Safe and Supportive Schools for All Students | All | $ 47,127 | $ - | $ - | $ - | $ 47,127 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | All | $ 36,790 | $ - | $ - | $ - | $ 36,790 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Low-Income & Foster Youth | $ 46,093 | $ - | $ - | $ 3,000 | $ 49,093 |
| 5 | 1 | Engagement Opportunities for All Students | All | $ 344,078 | $ - | $ - | $ - | $ 344,078 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ - | $ - | $ - | $ 2,815 | $ 2,815 |

## 2022-23 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 2,492,892 | $ 246,896 | 9.90% | 0.00% | 9.90% | $ 714,865 | 0.00% | 28.68% | **Total:** | $ 714,865 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ 714,865 |
| | | | | | | | | **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 English Language Proficiency for English Learner | Yes | Limited | English Learners | All | $ 179,252 | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Lo | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 115,116 | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for Englis | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 213,944 | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for Eng | Yes | Limited | English Learners & Low-Income | All | $ 155,856 | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academi | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 4,604 | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low | Yes | Limited | Low-Income & Foster Youth | All | $ 46,093 | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Incor | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ - | 0.00% |

# 2021-22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 2,819,222.24 | $ 3,060,369.22 |

| 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 Cycle of Assessments for All Students | No | $ 3,000 | $ 5,922 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 44,481 | $ 122,362 |
| 1 | 3 | Academic Instruction and Support for All Students | No | $ 748,018 | $ 670,238 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 148,179 | $ 120,393 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | No | $ 497,163 | $ 595,880 |
| 1 | 6 | Academic Instruction and Support for Grade 12 Students (CSI) | No | $ 102,032 | $ 130,062 |
| 1 | 7 | Systematic Monitoring of Academic Performance for All Students | No | $ 28,486 | $ 29,803 |
| 1 | 8 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 185,311 | $ 92,158 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | No | $ 174,966 | $ 127,233 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 1,716 | $ 8,324 |
| 2 | 3 | Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI) | No | $ 10,923 | $ 22,008 |
| 2 | 4 | Pathways and College/Career Readiness for All Students | No | $ 212,094 | $ 388,775 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | No | $ 36,721 | $ 24,472 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 4,586 | $ 5,767 |
| 4 | 1 | Safe and Supportive School for All Students | No | $ 48,150 | $ 42,384 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | No | $ 56,579 | $ 28,011 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 6,000 | $ 858 |
| 5 | 1 | Engagement Opportunities for All Students | No | $ 509,616 | $ 643,527 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ 1,200 | $ 2,192 |

## 2021-22 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) |
|---|---|---|---|---|---|---|
| $ 222,694 | $ 305,791 | $ 344,096 | $ (38,304) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 44,481 | $ 122,362.32 | 0.00% | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 69,999 | $ 120,393.50 | 0.00% | 0.00% |
| 1 | 8 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 185,311 | $ 92,158.46 | 0.00% | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ - | $ 8,323.79 | 0.00% | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ - | $ - | 0.00% | |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 6,000 | $ 857.69 | 0.00% | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ - | $ - | 0.00% | |

## 2021-22 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) |
|---|---|---|---|---|---|---|---|---|
| $ 2,274,705 | $ 222,694 | 0.00% | 9.79% | $ 344,096 | 0.00% | 15.13% | $0.00 - No Carryover | 0.00% - No Carryover |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2**: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## *Focus Goal(s)*

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## *Broad Goal*

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## *Maintenance of Progress Goal*

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### *Contributing Actions Annual Update Table*

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### *LCFF Carryover Table*

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents



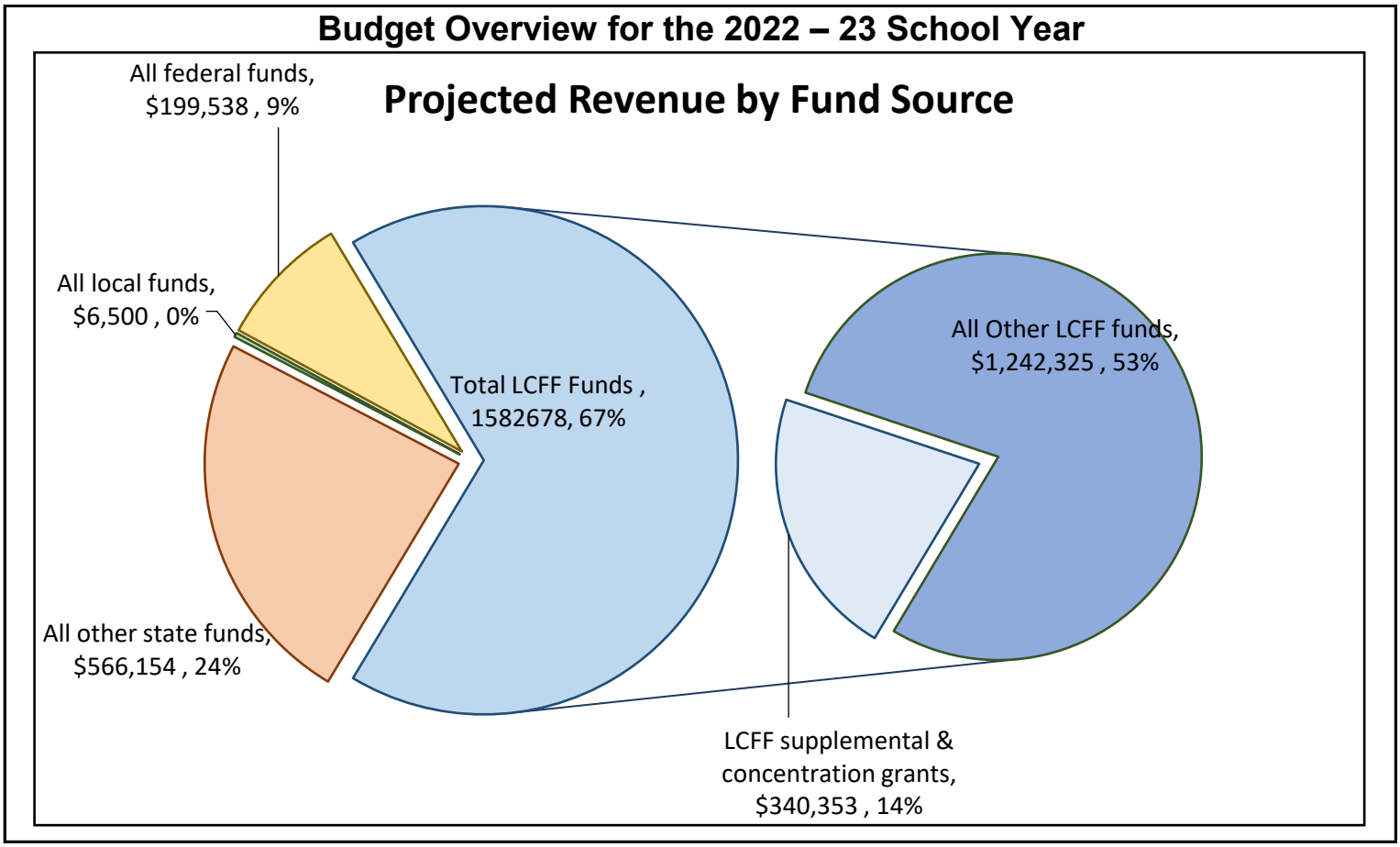
Local Educational Agency (LEA) Name: Audeo Charter School III

CDS Code: 37681060137034

School Year: 2022 – 23

LEA contact information: Sharnita Moore, Ph: (858) 678-2050 email: smoore@audeo3.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).



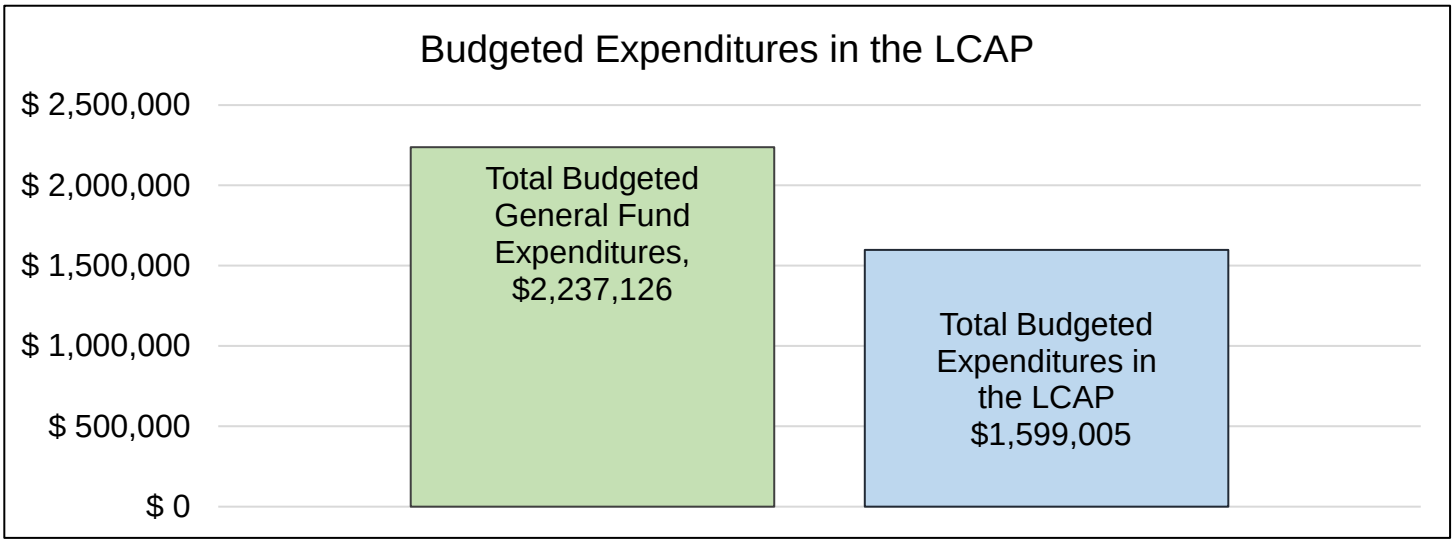

This chart shows the total general purpose revenue Audeo Charter School III expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Charter School III is $2,354,870.00, of which $1,582,678.00 is Local Control Funding Formula (LCFF), $566,154.00 is other state funds, $6,500.00 is local funds, and $199,538.00 is federal funds. Of the $1,582,678.00 in LCFF Funds, $340,353.00 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 2022 – 23. 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 $2,237,126.00 for the 2022 – 23 school year. Of that amount, $1,599,005.00 is tied to actions/services in the LCAP and $638,121.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

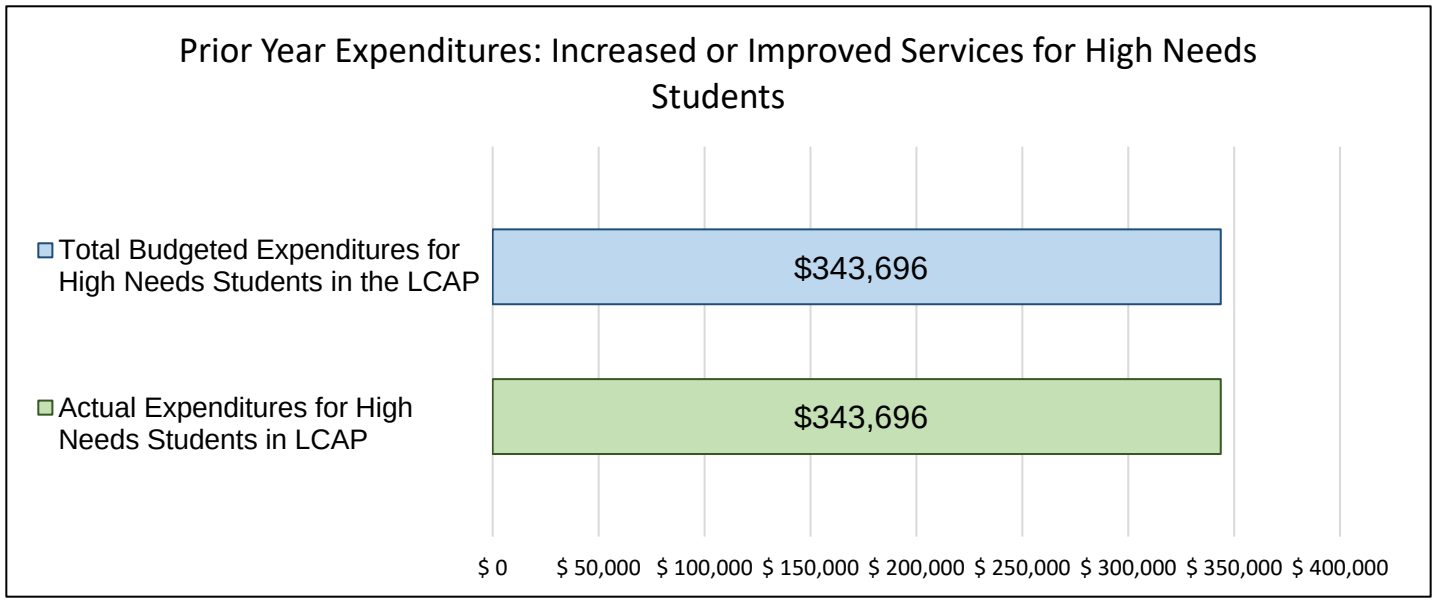
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Audeo Charter School III is projecting it will receive $340,353.00 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 $411,933.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22




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 2021 – 22, Audeo Charter School III's LCAP budgeted $343,696.00 for planned actions to increase or improve services for high needs students. Audeo Charter School III actually spent $343,696.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Audeo Charter School III | Sharnita Moore \| School Coordinator | Email: smoore@audeo3.com<br>Phone: (858) 678-2050 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Charter School III (Audeo III) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. Audeo III engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated $100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo III belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. Audeo III staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated $450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo III worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Charter School III (Audeo III) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo III, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, Audeo III has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. Audeo III's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Charter School III (Audeo III) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, Audeo III deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo III deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo III commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to

ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo III staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo III staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at https://audeo3.com/about-2/lcap/.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at https://audeo3.com/about-2/public-notices/.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo III with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo III was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo III entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, Audeo III planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, Audeo III was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo III has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Audeo III has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo III recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo III invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo III has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo III continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# 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**<br>School Coordinator | smoore@audeo3.com<br>(858) 678-2050 |

# Plan Summary: 2022-23

## General Information

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

In 2017, Audeo Charter School III was approved for operation by the Escondido Union High School District as a free public-school option serving students in grades 6-12. Audeo III is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**Audeo III received a Six-Year Accreditation Status by WASC through June 30, 2026**. Audeo III operates one resource center in Escondido. Students and families visit the Escondido Resource Center by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free and safe environment. Audeo III is a non-classroom based, independent study program.

Audeo III is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At Audeo III, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at Audeo III are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is

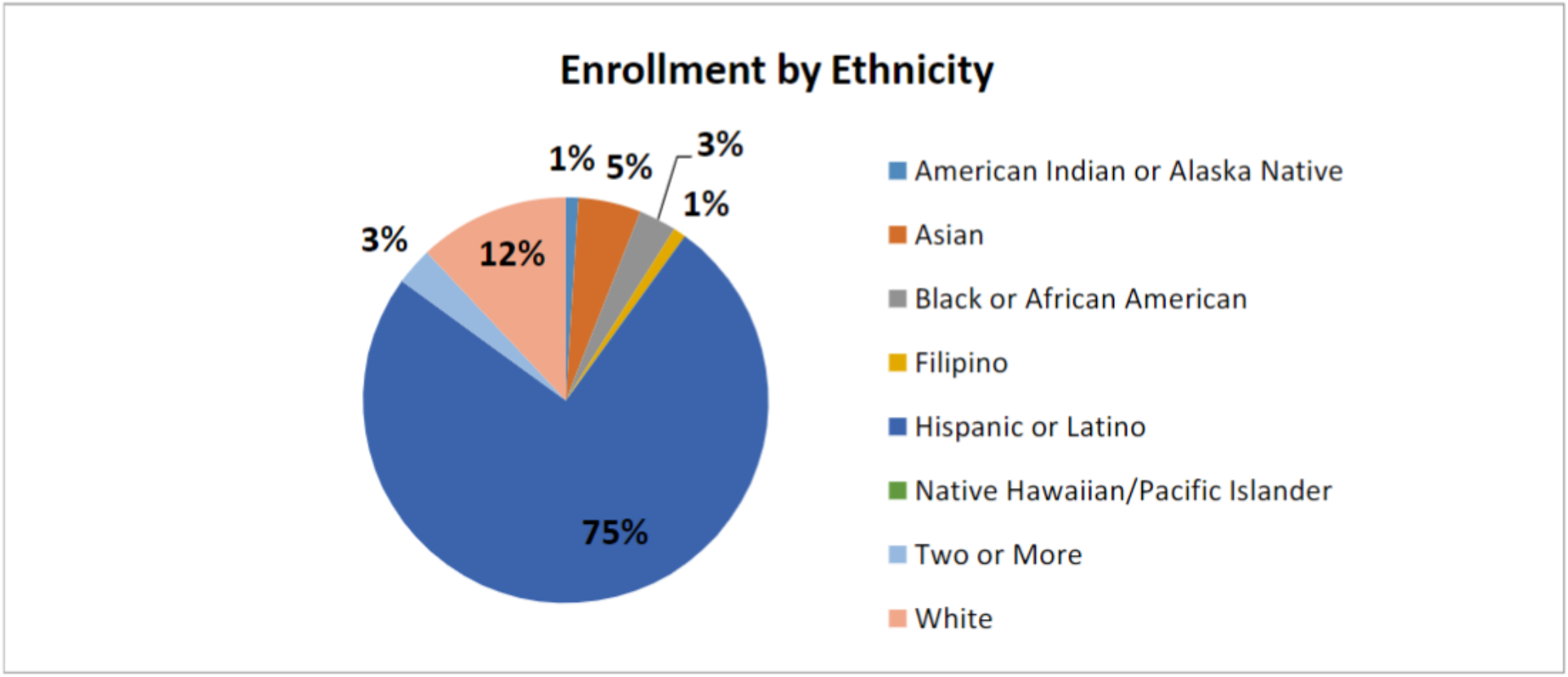
positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo III works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**Audeo III is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS)**. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

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

In April 2022, Audeo III had a total enrollment of 120 students. Of these 120 students, 67% were Socioeconomically Disadvantaged, 32% were Students with Disabilities, 3% were GATE, 23% were English Learners, 4% were Homeless, and 0.0% were Foster Youth.

In addition, of these 120 students, 75% were Hispanic, 12% were White and 3% Black or African American. 10% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.




## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Audeo III's Educational Partners continue to be satisfied with the School's commitment to providing a personalized instructional program for all students. This personalized approach is the School's key instructional process: Pathways Personalized Education Plan (PPEP). Throughout the COVID-19 pandemic, a PPEP was created each school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have supported student engagement and achievement throughout distance learning and will continue as students return to in-person instruction. They

continue to report that students and parents seek out the unique educational opportunities that Audeo III offers as they look for a new approach to learning and the ability to graduate on time.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the California Department of Education (CDE) website if they were determined to be valid and reliable. Audeo III's One-Year Graduation Rate for 2021 was made available. **The Graduation Rate for All Students was 87.1%**. This is a 31% improvement from the 2020 school year which was 56.1%, and exceeding both the statewide (86.8%) and district (86%) graduation rates. Audeo III's Educational Partners are thrilled with this positive year-over-year growth and believe that the school can maintain this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo III will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

## Graduation Rate by Student Group

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Graduation Rate |
|---|---|---|---|
| All Students | 31 | 27 | 87.1% |
| English Learners | 6 | * | * |
| Homeless | 1 | * | * |
| Socioeconomically Disadvantaged | 25 | 21 | 84.0% |
| Students with Disabilities | 7 | * | * |
| Filipino | 1 | * | * |
| Hispanic | 24 | 21 | 87.5% |
| White | 4 | * | * |
| Two or More Races | 2 | * | * |

The School surveys students and parents throughout the school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below (survey results as of April 2022).

**School Safety:**

- 100% of parents report that they feel their child is safe at school.
- 98% of students report that they feel safe at the Escondido Resource Center.

**Educational Program:**

- 100% of parents report high levels of satisfaction with the school.
- 100% of students report high levels of satisfaction with the school.

Audeo III's educational partners believe that the School has successfully maintained student engagement during distance learning by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teachers' virtual office hours. Instructional staff have also stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. As of April 2022, **Audeo III's Cumulative Participation Rate for the school year is 90%** which exceeds the school's locally set target of 84% by 6%. Significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2022-2023 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard data from before the pandemic (2019) pinpoints several areas of need for Audeo III for which the staff and instructional teams have implemented strategic interventions and progresses to promote increased achievement: ELA, Math, English Learner Progress, and College/Career Measures.

- The Dashboard data reported that students scored 73.1 points below standard in **ELA** and 159.4 points below standard in **Math**. The school did not receive a Performance Color for ELA or Math. Audeo 3 has implemented a series of small group tutoring sessions in ELA, Literacy, and various levels of Math, increased access to virtual tutoring opportunities in English and Math, introduced skills boot camps for middle and high school students, implemented a structured MTSS to boost academic success, and provided greater access to

technology and connectivity to help break down any barriers impacting student achievement.

- The school earned just 2.8 points below the state's progress level for **English Learners** at 45.5% of students having made progress toward English language proficiency. Nor Performance Color was issued for ELPI. The school has expanded its tutoring sessions and academic programs to include Literacy courses, Individual Learning Plans, and formed an English Learner Advisory Committee to more successfully address the needs of English Learners.

- Achieving prepared **College/Career** measures was a struggle for the school, having no students achieving prepared status in 2019. The 2021 Dashboard also provides student participation data which shows that College/Career Measures continue to be an area of focus for Audeo III. Educational partners believe that this academic performance indicator will continue to be a challenge for the School because the average length of student enrollment is 18 months. In addition, many students enroll in Audeo III during their junior and senior year of high school, and upon enrollment they are not on-track to meet the College/Career-prepared criteria. School groups have determined opportunities for the school to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses, as well as increase UC/CSU a-g completion. School counselors will also provide counseling sessions for students and families focused on creating a College/Career plan for all students, along with monitoring and management.

- Also reflected on the 2021 Dashboard, the school's **Chronic Absenteeism** rate for all Students (grades 6-8) was 6.7% which is less than the 10% Status Level target for all students and student groups, and a great improvement from the 2019 Chronic Absenteeism rate of 36%. However, there is one student group that did not meet the <10% target: Hispanic (12.5%). School staff have focused on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology and bus passes. Educational partners believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year, with a continued focus on Hispanic and Socioeconomically Disadvantaged students.

Audeo III's educational partners are pleased with the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 62% of students tested met their NWEA Reading Growth Target
- 61% of students tested met their NWEA Language Growth Target
- 64% of students tested met their NWEA Math Growth Target

While the school is satisfied meeting the desired indicators of 60% growth, staff will remain focused on closing performance gaps for all students. In order to increase performance in each content area, the school will implement key instructional services and programs by enhancing the MTSS Framework and real-time monitoring and response systems to increase academic tutoring opportunities focused on

ELA and Math course completion, provide targeted counseling and intervention, and remove potential learning barriers by providing students with home technology, bus passes and a Nutrition Program. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will demonstrate improvement in this area.

The School's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity. The School is also committed to educating parents and family members through the Family Learning Series. The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information and training related to academics, physical health, social-emotional, and behavior.

The School's Equity and Inclusion staff will also collaborate regularly with School Leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. The Inclusion and Equity staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health, and behavioral services to students and family members.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

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

**Key Actions and Services for <u>All Students:</u>**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program

- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

**Key Actions and Services for <u>All Students:</u>**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

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

**Key Actions and Services for <u>All Students:</u>**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings

- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

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

**Key Actions and Services for <u>All Students:</u>**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

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

**Key Actions and Services for <u>All Students:</u>**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource center

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Interactive and engaging English Learners Advisory Committee (ELAC)
- Bus Pass Program

# 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 not eligible for CSI.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo III is not eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

Audeo III is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2022-23 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

**Board of Directors and Community**
Date: July 29, 2021
Involvement Method: Board Meeting

**School Leadership Team**
Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

**Parents and Family Members**
Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

**Board of Directors and Community**
Date: August 24, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: September 9, 2021
Involvement Method: Board Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: August 26-27
Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

**Students, Parents and Family Members**
Date: October 4-29, 2021
Involvement Method: School Open House Events

**Board of Directors and Community**
Date: October 20, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: October 22, 2021
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: October 29, 2021
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: November 9, 2021
Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**
Date: November 12, 2021
Involvement Method: School Site Council Meeting

**Board of Directors and Community**
Date: November 15, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 1, 2021

Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 9, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: January 10, 2022
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: January 28, 2022
Involvement Method: Instructional Meeting

**School Leadership Team**
Date: February 1-3, 2022
Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**
Date: February 16, 2022
Involvement Method: Board Meeting

**Students, Parents and Family Members**
Date: March 7-25, 2022
Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**
Date: March 11, 2022
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: May 12, 2022
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: March 18, 2022

Involvement Method: Board Meeting

**El Dorado Charter SELPA**
Date: May 10, 2022
Involvement Method: Professional Development and Support for Special Education Program

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: May 20, 2022
Involvement Method: Instructional Meeting

**Board of Directors and Community**
Date: June 24, 2022
Involvement: Regular Board Meeting

The school's 2022-23 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

**Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

**Parents and Family Members:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Safe and supportive resource center that students can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Parent Advisory Committee:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.

- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.

- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to both acquire additional instructional support staff that can provide small group tutoring and maintain a partnership with a local non-profit tutoring organization that can provide academic coaches.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English Learner students require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTR), that can support the

instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform. Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members' awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Audeo III is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo III credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo III is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of teachers are fully credentialed and appropriately assigned | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of teachers are fully credentialed and appropriately assigned |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br><u>One-Year DASS Graduation Rate</u>:<br>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr>
<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>
Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>95.2%</td></tr>
<tr><td>Hispanic</td><td>92.9%</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>93.3%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Note: Projected results as of January 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Chronic Absenteeism</u>:<br>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>6.7%</td></tr>
<tr><td>Hispanic</td><td>12.5%</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>8.3%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>9.1%</td></tr>
<tr><td>Hispanic</td><td>14.3%</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>15.4%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
Note: Projected results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td><10%</td></tr>
<tr><td>Hispanic</td><td><10%</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><10%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced ELA Summative Assessments:<br>Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-73.1</td></tr><tr><td>Hispanic</td><td>*</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>*</td></tr><tr><td>SWD</td><td>*</td></tr></table>Note: 14 students tested</td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-64.1</td></tr><tr><td>Hispanic</td><td>*</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>*</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced Mathematics Summative Assessments:<br>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-159.4</td></tr><tr><td>Hispanic</td><td>*</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>*</td></tr><tr><td>SWD</td><td>*</td></tr></table>Note: 15 students tested</td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-150.4</td></tr><tr><td>Hispanic</td><td>*</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>*</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>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**<br>ELA: *<br>Mathematics: *<br>**Note:** Data is suppressed because 10 or fewer students tested | **2021-22: Projected**<br>ELA: Not Available<br>Mathematics: Not Available<br>**Note:** SBA administration is from May to June 2022 | | | **Desired Outcome for 2023-24**<br>ELA: TBD<br>Mathematics: TBD<br>**Note:** Need baseline data to determine desired outcome for 2023-24 |
| **Pupil Achievement**<br><u>English Learner Progress Indicator</u>:<br>More than 45% of English Learners are making progress towards English Language proficiency | **2018-19 Source: CA School Dashboard**<br>English Learners: 45.5% | **2021-22: Projected**<br>English Learners: Not available<br>**Note:** ELPAC administration is from February to May 2022 | | | **Desired Outcome for 2023-24**<br>English Learners: >45% |
| **Pupil Achievement**<br><u>English Learner Reclassification Rate</u>:<br>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total | **2019-20 Source: DataQuest**<br>Audeo III Total: 5%<br>San Diego County Total: 14.7%<br>State Total: 13.8% | **2021-22: Projected**<br>Audeo III Reclassification Rate: Not available<br>**Note:** Data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>Audeo III Reclassification Rate: >13.8% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Reading growth target | **2020-21 Source: Local Reporting**<br>Schoolwide: 68%<br>Hispanic: 67%<br>White: *<br>African American: N/A<br>2+ Races: N/A<br>EL: 56%<br>SED: 63%<br>SWD: 72% | **2021-22: Projected**<br>Schoolwide: 62%<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Student group data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >60%<br>Hispanic: >60%<br>White: >60<br>African American: >60%<br>2+ Races: >60%<br>EL: >60%<br>SED: >60%<br>SWD: >60% |
| **Pupil Achievement**<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Language growth target | **2020-21 Source: Local Reporting**<br>Schoolwide: 69%<br>Hispanic: 73%<br>White: *<br>African American: N/A<br>2+ Races: N/A<br>EL: 71%<br>SED: 65%<br>SWD: 68% | **2021-22: Projected**<br>Schoolwide: 61%<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Student group data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >60%<br>Hispanic: >60%<br>White: >60%<br>African American: >60%<br>2+ Races: >60%<br>EL: >60%<br>SED: >60%<br>SWD: >60% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Mathematics growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>68%</td></tr><tr><td>Hispanic</td><td>69%</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>N/A</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>83%</td></tr><tr><td>SED</td><td>64%</td></tr><tr><td>SWD</td><td>67%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>64%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>California Science Test:<br>Improve the annual percentage of All Students and Student Groups scoring proficient</td>
<td><table><tr><th colspan="2">2018-19 Source: DataQuest</th></tr><tr><td>Schoolwide</td><td>3.45%</td></tr><tr><td>Hispanic</td><td>5.88%</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>5.88%</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: CAST administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>3.45%</td></tr><tr><td>Hispanic</td><td>>5.88%</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>>5.88%</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Engagement<br><u>Cumulative Student Participation/Attendance Rate:</u><br>Exceed 84% or improve 3% from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>87.2%</td></tr><tr><td>Hispanic</td><td>84.7%</td></tr><tr><td>White</td><td>92.9%</td></tr><tr><td>African American</td><td>98.7%</td></tr><tr><td>EL</td><td>88.4%</td></tr><tr><td>SED</td><td>85.5%</td></tr><tr><td>SWD</td><td>90.5%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr><tr><td>Homeless</td><td>87.2%</td></tr><tr><td>Cadet Corps</td><td>N/A</td></tr><tr><td>Pregnant/Parent</td><td>81.7%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>90%</td></tr><tr><td>Hispanic</td><td>88.5%</td></tr><tr><td>White</td><td>91.1%</td></tr><tr><td>African American</td><td>96.9%</td></tr><tr><td>EL</td><td>88.6%</td></tr><tr><td>SED</td><td>88.2%</td></tr><tr><td>SWD</td><td>90.1%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr><tr><td>Homeless</td><td>86%</td></tr><tr><td>Cadet Corps</td><td>64.7%</td></tr><tr><td>Pregnant/Parent</td><td>N/A</td></tr></table>Note: Results as of April 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>84%</td></tr><tr><td>Hispanic</td><td>>84%</td></tr><tr><td>White</td><td>>84%</td></tr><tr><td>African American</td><td>>84%</td></tr><tr><td>EL</td><td>>84%</td></tr><tr><td>SED</td><td>>84%</td></tr><tr><td>SWD</td><td>>84%</td></tr><tr><td>Foster Youth</td><td>>84%</td></tr><tr><td>Homeless</td><td>>84%</td></tr><tr><td>Cadet Corps</td><td>>70.7%</td></tr><tr><td>Pregnant/Parent</td><td>>84%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Middle School Dropout Rate</u>:<br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>Middle School</td><td>0.00%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Middle School</td><td>Not available</td></tr></table>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Middle School</td><td><5%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><u>High School Dropout Rate</u>:<br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>High School</td><td>5.1%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>High School</td><td>Not available</td></tr></table>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>High School</td><td><5%</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Student Confidence Survey:<br>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**<br>Schoolwide: 89% as of March 2021 | **2021-22: Projected**<br>Schoolwide: 94%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >90% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Systematic Approach to Monitor Student Leaning for All Students | a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.<br><br>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.<br><br>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. | $2,180 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Evaluate English Language Proficiency for English Learners | a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.<br><br>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.<br><br>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.<br><br>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems.<br><br>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. | $77,346 | Yes |

| | | | | |
|---|---|---|---|---|
| Action 3 | Academic Instruction and Support for All Students | a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program.<br><br>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.<br><br>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals.<br><br>d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades.<br><br>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.<br><br>f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.<br><br>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school.<br><br>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. | $269,412 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards.<br><br>j) School Coordinator will support the implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. | | |
| Action 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups.<br><br>b) Partner with an educational tutoring organization that can provide underserved student groups with one-on-one and small group supplemental instruction throughout the school week designed to increase student engagement, academic confidence and credit completion.<br><br>c) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.<br><br>d) Equity and Inclusion 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.<br><br>e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. | $118,401 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.<br><br>b) Specialized Academic Instruction (SAI) provided by Education Specialists.<br><br>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. | $288,567 | No |
| Action 6 | Systematic Monitoring of Academic Performance for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.<br><br>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achive3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.<br><br>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator. | $6,827 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.<br><br>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.<br><br>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. | $120,588 | Yes |

# Goal Analysis for 2021-22

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

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

Audeo III was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, Audeo III is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, Audeo III's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, Audeo III's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. Instructional staff continue to utilize the MTSS Framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards.

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 were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

An explanation of how effective the specific actions were in making progress toward the goal.

Audeo III is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California Sate Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. Audeo III will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Audeo III is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>Availability of standards aligned instructional materials to every student | **2020-21 Source: Local Reporting**<br>100% of students | **2021-22: Projected**<br>100% of students | | | **Desired Outcome for 2023-24**<br>100% of students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>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**<br>All students had access and were enrolled in a broad course of study | **2021-22: Projected**<br>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study |
| **Course Access**<br>Increase the annual number of students completing college credit courses | **2020-21 Source: Local Reporting**<br>4 students participating in the Early College Credit Program as of April 2021 | **2021-22: Projected**<br>Dual Enrollment: 2<br>Articulated Credit: 2<br>Total early college credit: 4<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of students completing college credit courses: >4 students |
| **Course Access**<br>Increase annual student participation in Advanced Placement (AP) Courses | **2020-21 Source: Local Reporting**<br>Number of AP Courses Assigned as of April 2021: 3 courses | **2021-22: Projected**<br>Number of AP Courses Assigned: 5 courses<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of AP Courses Assigned: >3 courses |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>Maintain High-Quality and relevant established CTE Career Pathways | **2020-21 Source: Local Reporting**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care | **2021-22: Projected**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management<br>**Note:** CTE Career Pathways available as of April 2022 | | | **Desired Outcome for 2023-24**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management |
| **Implementation of State Standards**<br>100% of Core Courses will be aligned to CCSS | **2020-21 Source: Local Reporting**<br>Core Courses Aligned to CCSS: 100% | **2021-22 Projected**<br>Core Courses Aligned to CCSS: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses Aligned to CCSS: 100% |
| **Implementation of State Standards**<br>100% of Science Courses will be aligned to NGSS | **2020-21 Source: Local Reporting**<br>Science Courses Aligned to NGSS: 100% | **2021-22 Projected**<br>Science Courses Aligned to NGSS: 100% | | | **Desired Outcome for 2023-24**<br>Science Courses Aligned to NGSS: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>100% of ELA and Social Science Courses will be aligned to ELD Standards | **2020-21 Source: Local Reporting**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | **2021-22 Projected**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | | | **Desired Outcome for 2023-24**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% |
| **Implementation of State Standards**<br>100% of Core Courses will be UC A-G approved | **2020-21 Source: Local Reporting**<br>Core Courses a-g Approved: 100% | **2021-22 Projected**<br>Core Courses a-g Approved: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses a-g Approved: 100% |
| **Implementation of State Standards**<br>100% of CTE Courses will be aligned to CTE Model Curriculum Standards | **2020-21 Source: Local Reporting**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | **2021-22 Projected**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | | | **Desired Outcome for 2023-24**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>6.5%</td></tr>
<tr><td>Hispanic</td><td>8.3%</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>8%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>6.5%</td></tr>
<tr><td>Hispanic</td><td>>8.3%</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>>8%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>3.2%</td></tr>
<tr><td>Hispanic</td><td>4.2%</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>0%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>3.2%</td></tr>
<tr><td>Hispanic</td><td>>4.2%</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>>0%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway</td>
<td><table><tr><th colspan="2">2020-21 Source: DataQuest</th></tr><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></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: Data will be available after July 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><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></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher</td>
<td><table><tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr><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></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: Data will be available after July 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><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></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Maintain a compliant and accessible Work Experience Education (WEE) Program | **2020-21 Source: Local Reporting**<br>Met compliance requirements set forth by the California Department of Education | **2021-22: Projection**<br>WEE Program remains compliant and available to all students for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Provide a compliant WEE Program for students who want to participate in work-based learning opportunities |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Standards Aligned Course of Study and Curriculum for All Students | a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).<br><br>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.<br><br>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>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).<br><br>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse. | $110,592 | No |

| | | | | |
|---|---|---|---|---|
| Action 2 | Standards Aligned Course of Study and Curriculum for 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.<br><br>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.<br><br>c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.<br><br>d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.<br><br>e) 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.<br><br>f) 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.<br><br>g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. | $94,557 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) 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).<br><br>i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.<br><br>j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | | |

| | | | | |
|---|---|---|---|---|
| Action 3 | College/Career Pathways for All Students | 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.<br><br>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.<br><br>c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.<br><br>d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines.<br><br>e) 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.<br><br>f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.<br><br>g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site.<br><br>h) 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.<br><br>i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high | $173,037 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school student progress towards meeting Approaching and Prepared criteria.<br><br>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections. | | |

# Goal Analysis for 2021-22

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

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

Audeo III was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

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 were only minor variances between actual and budgeted expenditures. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP’s measurable outcomes, educational partners are satisfied with the number of Advanced Placement (AP) courses assigned to students and the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction | **2020-21 Source: Local Reporting**<br>10 ELAD trainings as of April 2021 | **2021-22: Projected**<br>10 ELAD trainings as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual ELAD trainings |
| **Implementation of State Standards**<br>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment | **2020-21 Source: Local Reporting**<br>75% of teachers completed LEC | **2021-22: Projected**<br>75% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |
| **Implementation of State Standards**<br>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations | **2020-21 Source: Local Reporting**<br>98% of staff as of April 2021 | **2021-22: Projected**<br>98% of staff as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo III | **2020-21 Source: Local Reporting**<br>95% of students as of April 2021 | **2021-22: Projected**<br>100% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo III | **2020-21 Source: Local Reporting**<br>100% of parents and family members as of April 2021 | **2021-22: Projected**<br>100% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Professional Development Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives and staff needs.<br><br>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.<br><br>c) AU professional development trainings for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).<br><br>d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.<br><br>e) 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.<br><br>f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.<br><br>g) 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.<br><br>h) 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. | $17,070 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.<br><br>j) 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.<br><br>k) 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. | | |

| | | | | |
|---|---|---|---|---|
| Action 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | a) The 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.<br><br>b) 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.<br><br>c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.<br><br>d) 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.<br><br>e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students.<br><br>f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.<br><br>g) 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. | $6,761 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.<br><br>i) AU professional development trainings 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. | | |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

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.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards.

AU instructors include teachers, education specialists, subject matter experts and administrators. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 4** | Provide a safe environment and supportive school culture for all educational partners to teach and learn. |

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Suspension Rate: 0% | **2021-22: Projected**<br>Suspension Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Suspension Rate: <1.5% |
| **School Climate**<br>Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Expulsion Rate: 0% | **2021-22: Projected**<br>Expulsion Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Expulsion Rate: <1% |
| **School Climate**<br>More than 90% of students surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>95% of students as of April 2021 | **2021-22: Projected**<br>98% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>More than 90% of parents surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>100% of parents and family members as of April 2021 | **2021-22: Projected**<br>100% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a School Safety Plan that meets the needs of educational partners and is compliant | **2020-21 Source: Local Reporting**<br>School Safety Plan met compliance requirements set forth by local, county and state agencies | **2021-22: Projected**<br>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Safe and Supportive Schools for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed.<br><br>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting).<br><br>c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system).<br><br>d) Provide nursing services to support student overall health and social-emotional well-being.<br><br>e) Provide students and parents with opportunities for input into safety planning. | $64,940 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Social, Emotional and Behavioral Support Systems for All Students | a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.<br><br>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.<br><br>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.<br><br>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.<br><br>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services. | $17,084 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 3 | Social, Emotional and Behavioral Support Systems for 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.<br><br>b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.<br><br>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.<br><br>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.<br><br>e) Nutrition Program to promote student health and well-being. | $40,064 | Yes |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/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.

Due to COVID-19, it was difficult to project ADA and determine staffing needs/levels. For those reasons, there were some variances between the budgeted and actual expenditures related to Goal 4 which is focused on providing a safe and supportive school culture.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon an analysis of the LCAP's metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning | **2020-21 Source: Local Reporting**<br>100% of school facilities | **2021-22: Projected**<br>100% of school facilities as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of school facilities |
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Post-secondary transition meetings to discuss student outcomes<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental and family member participation for students with exceptional needs |
| **Parental Involvement**<br>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members | **2020-21 Source: Local Reporting**<br>26 community-based partnerships | **2021-22: Projected**<br>24 community-based partnerships as of April 2022 | | | **Desired Outcome for 2023-24**<br>Maintain community-based partnerships that support the unique needs of all educational partners |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br><br>Provide six Family Learning Series Trainings to all parents and family members | **2020-21 Source: Local Reporting**<br>Seven Family Learning Series Trainings were facilitated | **2021-22: Projected**<br>Nine Family Learning Series were facilitated as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual Family Learning Series offered to parents and family members |
| **Parental Involvement**<br><br>90% of parents will report that Resource Centers provide innovative learning opportunities for students | **2020-21 Source: Local Reporting**<br>100% of parents and family members as of April 2021 | **2021-22: Projected**<br>100% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Engagement Opportunities for 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.<br><br>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.<br><br>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.<br><br>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.<br><br>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement.<br><br>f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (NAudeo III) lab work.<br><br>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program.<br><br>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.<br><br>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and | $187,729 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | digital tools for creativity, critical thinking, collaboration and communication. | | |
| Action 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | a) Provide bus passes to Foster Youth to increase access to the resource center for educational support and services.<br><br>b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.<br><br>c) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.<br><br>d) Provide translated materials and resources for parents and family members of English Learners.<br><br>e) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. | $3,850 | Yes |

# Goal Analysis for 2021-22

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

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

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided an innovative and engaging resource center conveniently located in the community in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

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.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing an engaging community-based resource to all students and family members.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. 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.

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

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $340,353 | $35,947 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.4% | 0% | $0 | 27.4% |

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Audeo 3 is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, Audeo 3 is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

Audeo 3 has an enrollment of unduplicated pupils which exceeds 71% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, Audeo 3 will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- **Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will partner with a tutoring agency that can provide academic coaches to supplement instruction throughout the school week, focused on building foundational academic skills, knowledge and appropriate study habits. And lastly, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.

- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-promise student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students

with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school's need to improve outcomes for at-promise student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.

- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to

low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, Audeo 3 plans to continually monitor the effectiveness of these targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. Audeo 3 will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school's percentage to increase or improve services for unduplicated students is 27.4% and the estimated increased apportionment is $340,353. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Academic Coaches to Provide Supplemental Instruction** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

**Foster Youth Liaison, directed specifically to Foster Youth and families**:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student enrollment process, and ensure they have full and equal opportunity to succeed in school

- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations frequented by staff, students, parents, and family members
- Inform parents and family members of unaccompanied youths of all transportation services
- Provide school staff with professional development related to homeless and foster youth through Altus University

**English Language Plan Implementation, directed specifically to English Learners and families**:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

The actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches**: These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students. While all students may have access to services, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.

- **Counselors**: Personnel will provide additional academic, college/career and other supports to unduplicated students. While all students may have access to these actions and services, there is emphasis on providing for students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.

- **Equity and Inclusion Staff**: Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase engagement and achievement of all students, services will particularly benefit unduplicated students and other high-need student groups.

- **Data and Assessment Staff**: Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.

- **Connect Program**: Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. While all students have access to these technology services, the intended outcome is to bridge the gap in family resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC)**: The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. While this specialized curriculum design will benefit all students, the intended approach is to elevate learning of underperforming student groups and unduplicated pupils.

- **Math Specialist**: The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. While this professional development will inevitably support the achievement of all students in mathematics, is primarily intended to elevate math performance of unduplicated pupils.

- **AVID and WRITE Professional Learning**: These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction to all students, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.

- **Healthy Youth Therapist**: Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. While all students may access these mental health services, the intended outcomes are to bridge the gap in resources for students' groups, particularly unduplicated pupils.

- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. While the nutrition program is available to all students, the intended outcome is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.

- **Resilience in Student Education (RISE) with Healthy Youth Staff**: Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. While RISE will be an important program for all students, it has historically been a key component for

underserved student groups to maintain a positive school climate and culture.

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 3 is a single-site Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo 3, 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, Audeo 3 has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The school's Human Resources Department has expanded recruitment efforts to multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff.

| **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 | Not applicable to single-site LEA | Not applicable to single-site LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to single-site LEA | Not applicable to single-site LEA |

# 2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 1,115,741 | $ 332,434 | $ - | $ 150,830 | 1,599,005 | $ 1,247,493 | $ 351,512 |

| 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 Leaning for All Students | All | $ - | $ - | $ - | $ 2,180 | $ 2,180 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | English Learners | $ 77,346 | $ - | $ - | $ - | $ 77,346 |
| 1 | 3 | Academic Instruction and Support for All Students | All | $ 197,891 | $ - | $ - | $ 71,521 | $ 269,412 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 88,056 | $ - | $ - | $ 30,345 | $ 118,401 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | SWD | $ 128,551 | $ 142,521 | $ - | $ 17,495 | $ 288,567 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | All | $ 6,827 | $ - | $ - | $ - | $ 6,827 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 120,588 | $ - | $ - | $ - | $ 120,588 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | All | $ 83,716 | $ 16,876 | $ - | $ 10,000 | $ 110,592 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | English Learners & Low-Income | $ 88,115 | $ - | $ - | $ 6,442 | $ 94,557 |
| 2 | 3 | College/Career Pathways for All Students | All | $ - | $ 173,037 | $ - | $ - | $ 173,037 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | All | $ 17,070 | $ - | $ - | $ - | $ 17,070 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 2,764 | $ - | $ - | $ 3,997 | $ 6,761 |
| 4 | 1 | Safe and Supportive Schools for All Students | All | $ 64,940 | $ - | $ - | $ - | $ 64,940 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | All | $ 17,084 | $ - | $ - | $ - | $ 17,084 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Low-Income & Foster Youth | $ 35,064 | $ - | $ - | $ 5,000 | $ 40,064 |
| 5 | 1 | Engagement Opportunities for All Students | All | $ 187,729 | $ - | $ - | $ - | $ 187,729 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ - | $ - | $ - | $ 3,850 | $ 3,850 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 1,242,325 | $ 340,353 | 27.40% | 0.00% | 27.40% | $ 411,933 | 0.00% | 33.16% | **Total:** | $ 411,933 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ 411,933 |
| | | | | | | | | **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 English Language Proficiency for English Learne | Yes | Limited | English Learners | All | $ 77,346 | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Lo | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 88,056 | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for Engli | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 120,588 | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for En | Yes | Limited | English Learners & Low-Income | All | $ 88,115 | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academ | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 2,764 | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Lo | Yes | Limited | Low-Income & Foster Youth | All | $ 35,064 | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Inco | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ - | 0.00% |

# 2021-22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 1,545,111.43 | $ 1,475,819.84 |

| 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 Cycle of Assessments for All Students | No | $ 8,895 | $ 2,264 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 80,592 | $ 99,087 |
| 1 | 3 | Academic Instruction and Support for All Students | No | $ 275,488 | $ 270,495 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 108,173 | $ 81,452 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | No | $ 369,167 | $ 251,721 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | No | $ 34,691 | $ 35,751 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 124,322 | $ 98,469 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | No | $ 82,216 | $ 68,437 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 26,009 | $ 32,403 |
| 2 | 3 | Pathways and College/Career Readiness for All Students | No | $ 155,074 | $ 170,164 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | No | $ 20,148 | $ 12,924 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 3,000 | $ 3,997 |
| 4 | 1 | Safe and Supportive School for All Students | No | $ 80,668 | $ 73,315 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | No | $ 15,278 | $ 9,943 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 600 | $ 1,526 |
| 5 | 1 | Engagement Opportunities for All Students | No | $ 159,791 | $ 260,584 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ 1,000 | $ 3,288 |

# 2021-22 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) |
|---|---|---|---|---|---|---|
| $ 309,879 | $ 296,107 | $ 312,936 | $ (16,829) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 74,389 | $ 99,086.65 | 0.00% | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 91,373 | $ 81,452.32 | 0.00% | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 124,322 | $ 98,468.63 | 0.00% | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 5,423 | $ 32,403.19 | 0.00% | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ - | $ - | 0.00% | |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 600 | $ 1,525.59 | 0.00% | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ - | | 0.00% | 0.00% |

## 2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 1,165,819 | $ 309,879 | 0.00% | 26.58% | $ 312,936 | 0.00% | 26.84% | $0.00 - No Carryover | 0.00% - No Carryover |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2**: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## *Focus Goal(s)*

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## *Broad Goal*

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## *Maintenance of Progress Goal*

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### *Contributing Actions Annual Update Table*

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## *LCFF Carryover Table*

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents



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

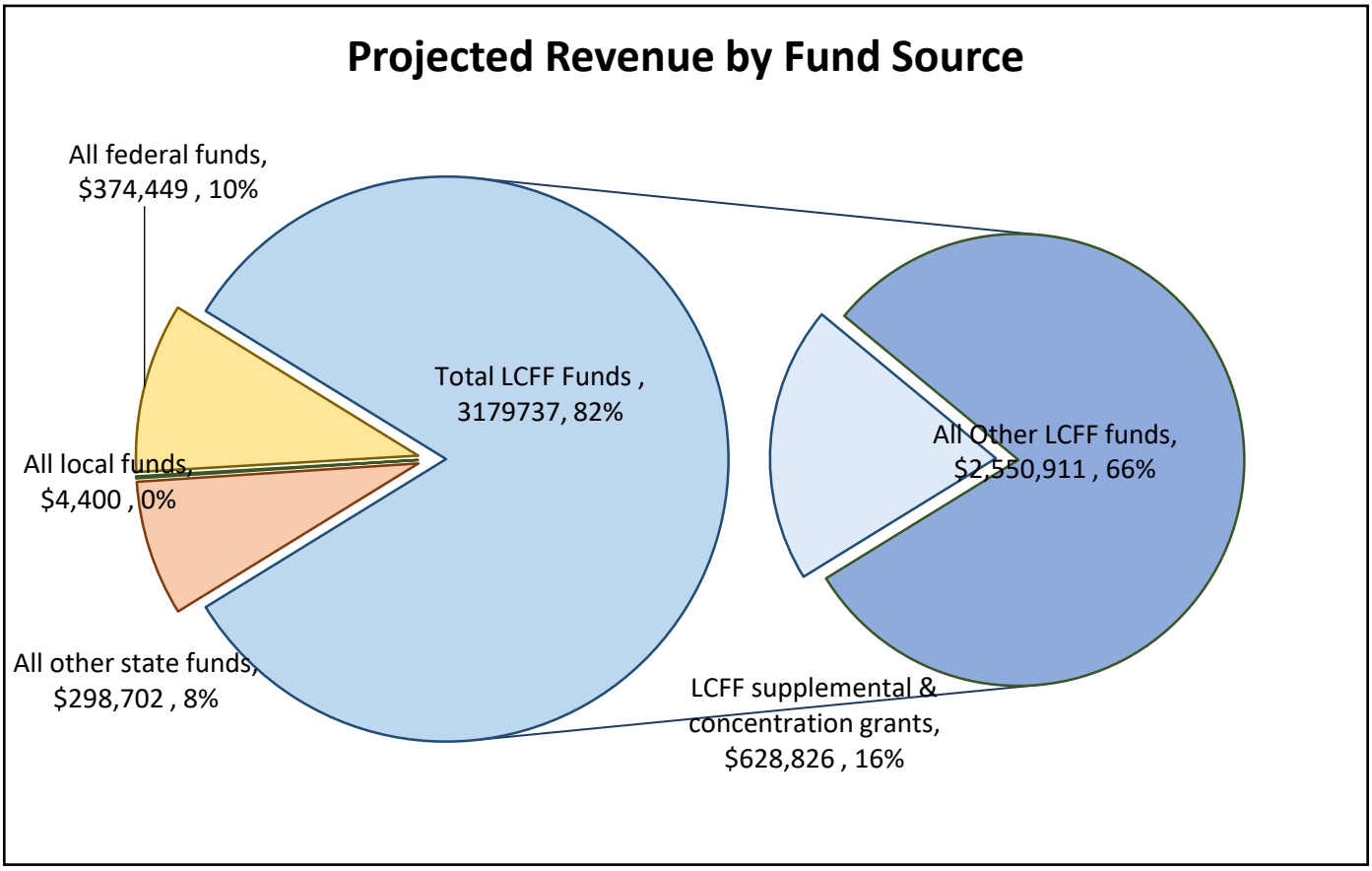
CDS Code: 33103300140780

School Year: 2022 – 23

LEA contact information: Sharnita Moore, Ph: (951) 247-6646, Email: smoore@audeovalley.com

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 2022 – 23 School Year

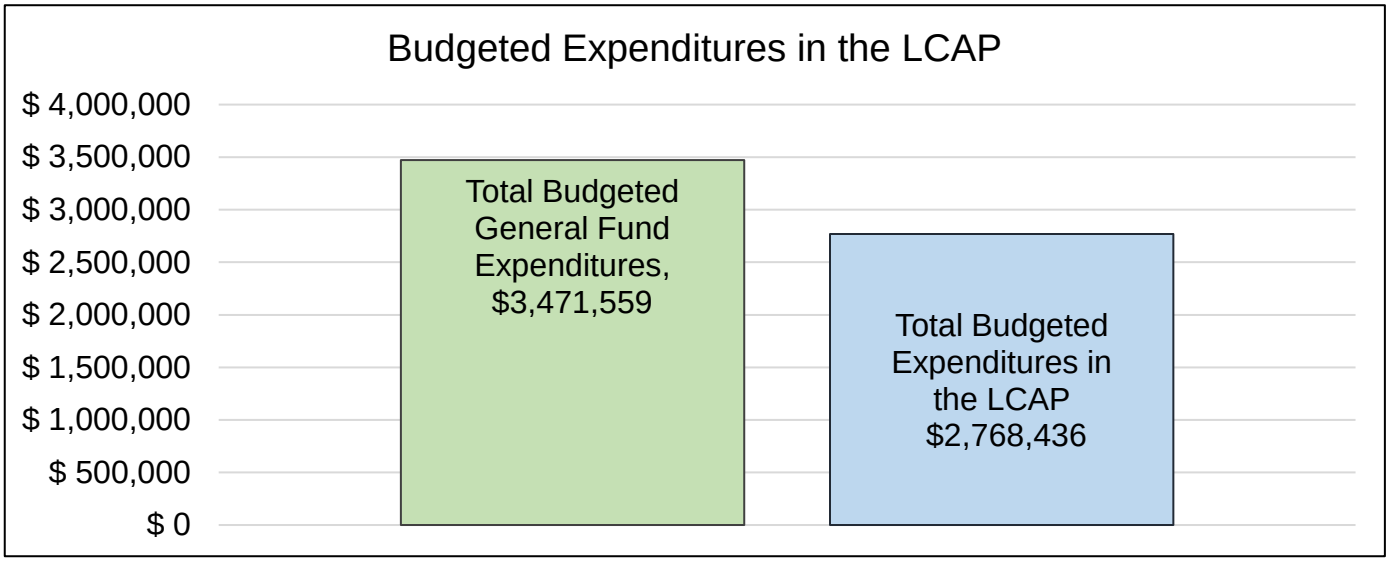



This chart shows the total general purpose revenue Audeo Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Audeo Valley Charter School is $3,857,288.00, of which $3,179,737.00 is Local Control Funding Formula (LCFF), $298,702.00 is other state funds, $4,400.00 is local funds, and $374,449.00 is federal funds. Of the $3,179,737.00 in LCFF Funds, $628,826.00 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 2022 – 23. 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 $3,471,559.00 for the 2022 – 23 school year. Of that amount, $2,768,436.00 is tied to actions/services in the LCAP and $703,123.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

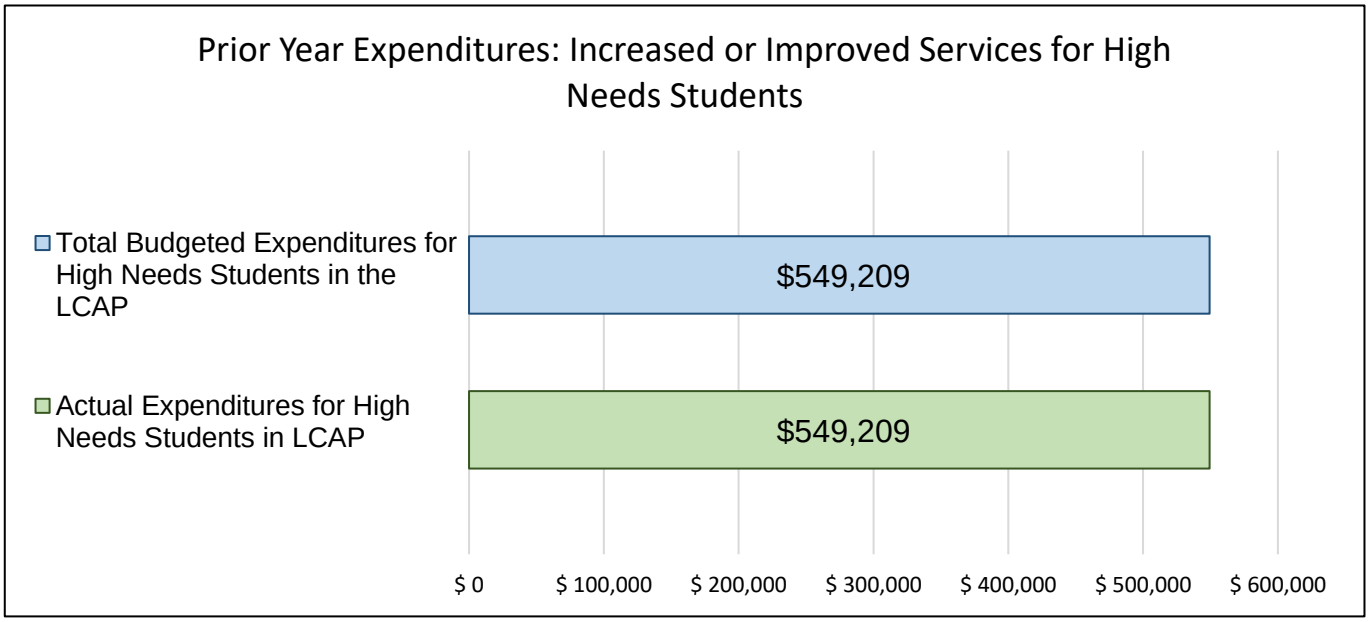
The budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Audeo Valley Charter School is projecting it will receive $628,826.00 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 $638,895.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22




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 2021 – 22, Audeo Valley Charter School's LCAP budgeted $549,209.00 for planned actions to increase or improve services for high needs students. Audeo Valley Charter School actually spent $549,209.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Audeo Valley Charter School | Sharnita Moore \| School Coordinator | Email: smoore@audeovalley.com<br>Phone: (951) 247-6646 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

## A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Audeo Valley Charter School (Audeo Valley) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated $100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

Audeo Valley belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of resources, parent materials, and services to encourage parent outreach activities. Audeo Valley staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated $450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. Audeo Valley worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Audeo Valley Charter School (Audeo Valley) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo Valley, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, Audeo Valley has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. Audeo Valley's Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder

of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Audeo Valley Charter School (Audeo Valley) is planning to receive one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). Because Audeo Valley is in its first year of operation, it is only eligible for to receive ESSER III funds which are intended to support recovery from the COVID-19 pandemic and is ineligible for ESSER II funds. Audeo Valley deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and supports based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, Audeo Valley deployed Chromebooks and internet data plans to families in need of home computing and internet access. Audeo Valley commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. Audeo Valley staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, Audeo Valley staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new

upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

An ESSER III Expenditure Plan will be developed once Audeo Valley has completed the eligibility requirements of the grant. This includes submitting assurances (completed November 2021) and fully approval of its Federal Addendum by the CDE (in process). The plan will address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan will be presented and made available to educational partners at a regularly scheduled board meeting after the plan's completion. Upon approval by the board, the expenditure plan will be made available on the school website at https://audeovalley.com/public-notices/.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided Audeo Valley with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The draft expenditure plan includes strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses. Some activities that will be charged to ESSER III funds upon the approval of the draft plan are detailed below.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. Audeo Valley was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since it began operations in July 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the Riverside County Office of Education (RCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and Audeo Valley entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at the site. These air filters scrub 700 square feet of air every 30 minutes, and will receive one or more filters based on the square footage.

To address the loss of instructional time, Audeo Valley planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an

area of focus.

Our draft ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, Audeo Valley struggles with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Audeo Valley has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. Audeo Valley recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems (CKMS) allowed us to quickly evaluate the needs of our students and staff and respond appropriately. Audeo Valley invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

Audeo Valley has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, Audeo Valley continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

# 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**<br>School Coordinator | smoore@audeovalley.com<br>(951) 247-6646 |

# Plan Summary: 2022-23

## 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

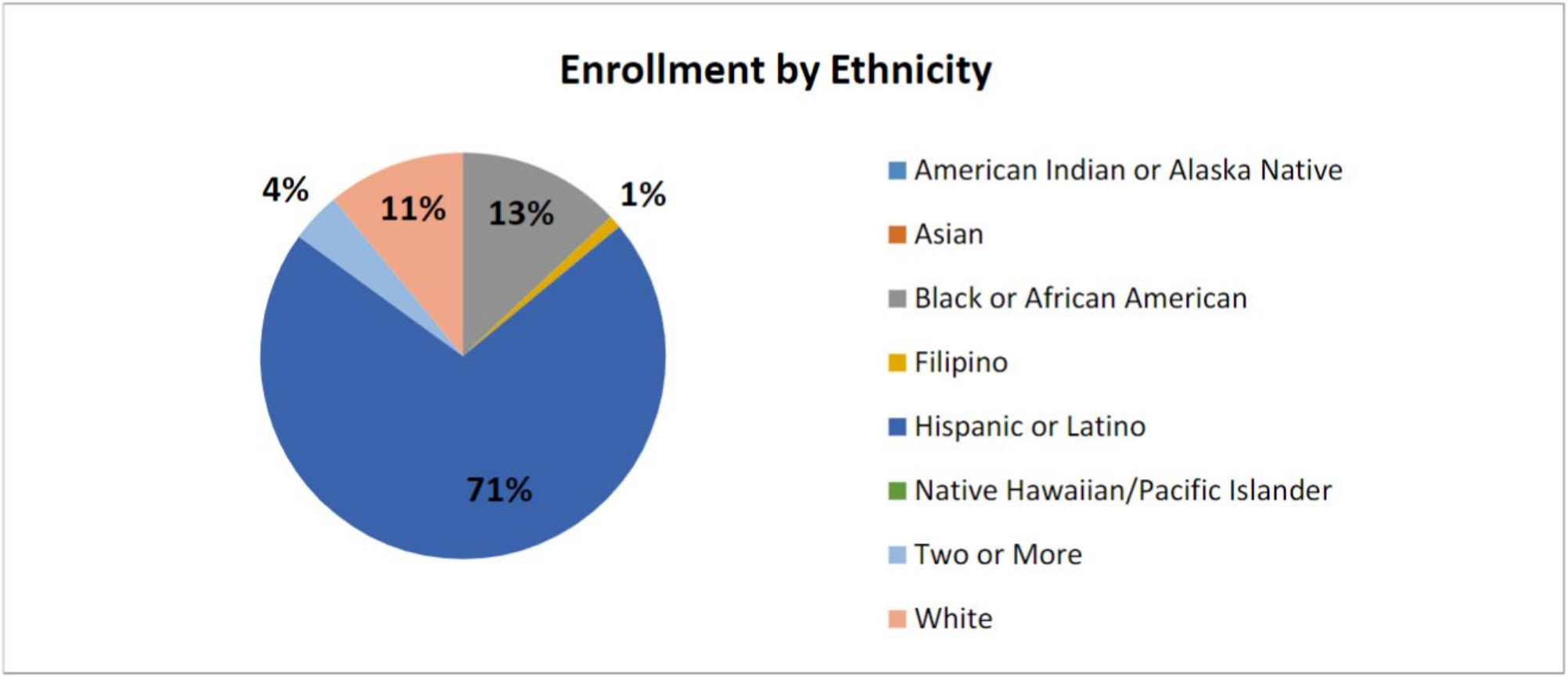
that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, Audeo Valley works to alleviate social and personal pressures that can impact academic performance. We also have many partnerships and alliances to provide community resources to students and families.

**Based upon historical enrollment data and trends at the Moreno Valley Resource Center, the school intends to seek identification by 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 April 2022, Audeo Valley had a total enrollment of 273 students. Of these 273 students, 74% were Socioeconomically Disadvantaged, 17% were Students with Disabilities, 4% were GATE, 9% were English Learners, 1% were Homeless, and 0.4% were Foster Youth.

In addition, of these 273 students, 71% were Hispanic, 11% were White and 13% Black or African American. 5% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.




## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-2022 school year is Audeo Valley's first year of operation, therefore there is no dashboard data yet for this release year. The following information is projected local data for the 2021-22 school year.

Audeo Valley's Educational Partners are satisfied with the School's commitment to providing a personalized instructional program for all

students. This personalized approach is the School's key instructional process: Pathways Personalized Education Plan (PPEP). A PPEP was created for each student this school year, then monitored and adjusted for all students to help them meet their academic goals. Along with the PPEP, the School's Instructional Plan utilizes a systematic approach to increase student outcomes: Instruction, Curriculum, and Professional Learning. School Educational Partners believe that these systems and structures have been beneficial supports for student engagement and achievement this year, and they continue to report that students and parents seek out the unique educational opportunities that Audeo Valley offers as they look for a new approach to learning and the ability to graduate on time.

**As of January 2022, the projected Graduation Rate for All Students was 87.9%**. This is 7.9% greater than the 80% desired outcome for this school year. The school also significantly exceeds the desired outcomes for each of the student groups, including Hispanic, White, African American, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged. Audeo Valley's Educational Partners are pleased with this positive projection and they believe that the school can maintain this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to their chosen college/career pathways. Audeo Valley will remain committed to improving the Graduation Rate for all students and closing performance gaps for all student groups.

The School surveyed students and parents throughout the school year to ensure a strong School-to-Home Partnership. Based upon Student and Parent LCAP Engagement Surveys, it is evident that students and parents are satisfied with the educational program. Some of the key survey findings are provided below (survey results as of April 2022).

**School Safety:**

- 97% of parents report that they feel their child is safe at school.
- 97% of students report that they feel safe at the Resource Center.

**Educational Program:**

- 96% of parents report high levels of satisfaction with the school.
- 100% of students report high levels of satisfaction with the school.

Audeo Valley's educational partners believe that the School has successfully maintained student engagement during its first year as its own school by providing students with synchronous one-on-one academic tutoring, small group instruction, and access to teachers' virtual office hours. Instructional staff stay in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. These systems and supports have helped students thrive as reflected in our Student Confidence Survey and Cumulative Participation Rate (data as of April 2022).

**Student Confidence Survey:**

- 98% of students have a greater sense of confidence in their ability to learn and succeed in school within 90 days of enrolling at Audeo Valley.

**Cumulative Participation Rate:**

- 93.6%, which exceeds the school's locally set target of 84% by 9.6%. Significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learners, Homeless, and Socioeconomically Disadvantaged students also exceed the school's target. The academic support and engagement methods utilized by instructional staff will continue to be implemented in the 2022-2023 school year while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As the 2021-2022 school year is Audeo Valley's first year of operation, there is no dashboard data yet for this release year. The following information is projected local data for the 2021-22 school year.

Audeo Valley's **Chronic Absenteeism** rate for all Students (grades 6-8) was 7.4% which is less than the 10% Status Level target for all students and student groups. However, there is one group that did not meet the <10% target: Students with Disabilities (14.3%). School staff will continue to focus on reducing Chronic Absenteeism for all students by increasing academic tutoring opportunities, providing targeted counseling and intervention, and removing potential learning barriers by providing students with home technology. Educational partners believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a final schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year, with a continued focus on Students with Disabilities.

Audeo Valley's educational partners are also pleased with the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 71% of students tested met their NWEA Reading Growth Target
- 77% of students tested met their NWEA Language Growth Target
- 60% of students tested met their NWEA Math Growth Target

While the school is satisfied meeting the desired indicators of 60% growth, staff will remain focused on closing performance gaps for all students, especially in Math. In order to increase performance in each content area, the school will implement key instructional services and

programs by enhancing the MTSS Framework and real-time monitoring and response systems to increase academic tutoring opportunities focused on ELA and Math course completion, provide targeted counseling and intervention, and remove potential learning barriers by providing students with home technology and a Nutrition Program. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will demonstrate improvement in this area.

Audeo Valley made progress in the number of students (18) earning articulated college credits in 2021-22, and College/Career Measures will continue to be an area of focus for the school. Educational partners believe that this academic performance indicator will be a challenge for the School because the average length of student enrollment is 18 months, and when many students enroll, they are not on-track to meet the College/Career-prepared criteria. School groups have determined opportunities for the school to expand student enrollment in CTE Pathways, Leadership/Military Science courses, AP Courses/Exams, and college credit courses, and also increase UC/CSU a-g completion. School counselors will also provide counseling sessions focused on creating a College/Career plan for all students, along with monitoring and management.

The School's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity. The School is also committed to educating parents and family members through the Family Learning Series. The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information and training related to academics, physical health, social-emotional, and behavior.

The School's Equity and Inclusion staff will also collaborate regularly with School Leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. The Inclusion and Equity staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organizations that can provide additional academic, mental health, and behavioral services to students and family members.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

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

**Program.**

**Key Actions and Services for <u>All Students:</u>**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

**Key Actions and Services for <u>All Students:</u>**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

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

**Key Actions and Services for <u>All Students:</u>**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology

- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

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

**Key Actions and Services for <u>All Students:</u>**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

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

**Key Actions and Services for <u>All Students:</u>**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members

- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource center

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Interactive and engaging English Learners Advisory Committee (ELAC)
- Bus Pass Program

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

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

Audeo Valley is not eligible for CSI.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Audeo Valley is not eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

Audeo Valley is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2022-23 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

**Board of Directors and Community**
Date: July 29, 2021
Involvement Method: Board Meeting

**School Leadership Team**
Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

**Parents and Family Members**
Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

**Board of Directors and Community**
Date: August 24, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: September 9, 2021
Involvement Method: Board Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: August 26-27
Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

**Students, Parents and Family Members**
Date: October 4-29, 2021
Involvement Method: School Open House Events

**Board of Directors and Community**
Date: October 20, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: October 22, 2021
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: October 29, 2021
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: November 9, 2021
Involvement Method: English Learners Advisory Committee

**Students, Parents, Teachers and Staff**
Date: November 12, 2021
Involvement Method: School Site Council Meeting

**Board of Directors and Community**
Date: November 15, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 1, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 9, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: January 10, 2022
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: January 28, 2022
Involvement Method: Instructional Meeting

**School Leadership Team**
Date: February 1-3, 2022
Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**
Date: February 16, 2022
Involvement Method: Board Meeting

**Students, Parents and Family Members**
Date: March 7-25, 2022
Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**
Date: March 11, 2022
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: May 12, 2022
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: March 18, 2022
Involvement Method: Board Meeting

**El Dorado Charter SELPA**
Date: May 10, 2022
Involvement Method: Professional Development and Support for Special Education Program

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: May 20, 2022
Involvement Method: Instructional Meeting

**Board of Directors and Community**
Date: June 24, 2022
Involvement: Regular Board Meeting

The school's 2022-23 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

**Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

**Parents, Family Members and Parent Advisory Committee:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.
- Safe and supportive resource center that student can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Parent Advisory Committee:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers and CTRs:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.

- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to acquire additional instructional support staff that can provide one-on-one and small group tutoring.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English Learners require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTRs), which can support the instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities

for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform. Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members' awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Audeo Valley is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at Audeo Valley credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, Audeo Valley is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of teachers are fully credentialed and appropriately assigned | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of teachers are fully credentialed and appropriately assigned |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br><u>One-Year DASS Graduation Rate</u>:<br>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>87.9%</td></tr>
<tr><td>Hispanic</td><td>84%</td></tr>
<tr><td>White</td><td>100%</td></tr>
<tr><td>African American</td><td>100%</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>100%</td></tr>
<tr><td>SED</td><td>88.2%</td></tr>
<tr><td>SWD</td><td>100%</td></tr>
</table>
Note: Projected results as of January 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Chronic Absenteeism</u>:<br>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>7.4%</td></tr>
<tr><td>Hispanic</td><td>9.5%</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>N/A</td></tr>
<tr><td>EL</td><td>0%</td></tr>
<tr><td>SED</td><td>5.8%</td></tr>
<tr><td>SWD</td><td>14.3%</td></tr>
</table>
Note: Projected results as of March 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td><10%</td></tr>
<tr><td>Hispanic</td><td><10%</td></tr>
<tr><td>White</td><td><10%</td></tr>
<tr><td>African American</td><td><10%</td></tr>
<tr><td>2+ Races</td><td><10%</td></tr>
<tr><td>EL</td><td><10%</td></tr>
<tr><td>SED</td><td><10%</td></tr>
<tr><td>SWD</td><td><10%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced ELA Summative Assessments:<br>Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: SBA administration is from May to June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>-0.1</td></tr>
<tr><td>Hispanic</td><td>>-0.1</td></tr>
<tr><td>White</td><td>>-0.1</td></tr>
<tr><td>African American</td><td>>-0.1</td></tr>
<tr><td>2+ Races</td><td>>-0.1</td></tr>
<tr><td>EL</td><td>>-0.1</td></tr>
<tr><td>SED</td><td>>-0.1</td></tr>
<tr><td>SWD</td><td>>-0.1</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced Mathematics Summative Assessments:<br>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: SBA administration is from May to June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>-60.1</td></tr>
<tr><td>Hispanic</td><td>>-60.1</td></tr>
<tr><td>White</td><td>>-60.1</td></tr>
<tr><td>African American</td><td>>-60.1</td></tr>
<tr><td>2+ Races</td><td>>-60.1</td></tr>
<tr><td>EL</td><td>>-60.1</td></tr>
<tr><td>SED</td><td>>-60.1</td></tr>
<tr><td>SWD</td><td>>-60.1</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>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) | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>ELA: Not Available<br>Mathematics: Not Available<br>**Note:** SBA administration is from May to June 2022 | | | **Desired Outcome for 2023-24**<br>ELA: Exceed 2021-22 proficiency percentage<br>Mathematics: Exceed 2021-22 proficiency percentage |
| **Pupil Achievement**<br><u>English Learner Progress Indicator</u>:<br>More than 45% of English Learners are making progress towards English Language proficiency | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>English Learners: Not available<br>**Note:** ELPAC administration is from February to May 2022 | | | **Desired Outcome for 2023-24**<br>English Learners: >45% |
| **Pupil Achievement**<br><u>English Learner Reclassification Rate</u>:<br>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total | **2019-20 Source: DataQuest**<br>Audeo Valley Total: No data available<br>San Diego County Total: 14.7%<br>State Total: 13.8% | **2021-22: Projected**<br>Audeo Valley Reclassification Rate: Not available<br>**Note:** Data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>Audeo Valley Reclassification Rate: >13.8% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Reading growth target</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>71%</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>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60%</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Language growth target</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>77%</td></tr>
<tr><td>Hispanic</td><td>Not available</td></tr>
<tr><td>White</td><td>Not available</td></tr>
<tr><td>African American</td><td>Not available</td></tr>
<tr><td>2+ Races</td><td>Not available</td></tr>
<tr><td>EL</td><td>Not available</td></tr>
<tr><td>SED</td><td>Not available</td></tr>
<tr><td>SWD</td><td>Not available</td></tr>
</table>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60%</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Mathematics growth target</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>60%</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>
Note: Student group data will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>60%</td></tr>
<tr><td>Hispanic</td><td>>60%</td></tr>
<tr><td>White</td><td>>60%</td></tr>
<tr><td>African American</td><td>>60%</td></tr>
<tr><td>2+ Races</td><td>>60%</td></tr>
<tr><td>EL</td><td>>60%</td></tr>
<tr><td>SED</td><td>>60%</td></tr>
<tr><td>SWD</td><td>>60%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>California Science Test:<br>Improve the annual percentage of All Students and Student Groups scoring proficient</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: CAST administration is from May to June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Target</td><td>Exceed 2021-22 percentage schoolwide and all numerically significant student groups</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Engagement<br><br>Cumulative <u>Student Participation/Attendance Rate:</u><br><br>Exceed 84% or improve 3% from prior year for All Students and Student Groups</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>93.6%</td></tr>
<tr><td>Hispanic</td><td>93.2%</td></tr>
<tr><td>White</td><td>96%</td></tr>
<tr><td>African American</td><td>93.5%</td></tr>
<tr><td>EL</td><td>94.4%</td></tr>
<tr><td>SED</td><td>93.4%</td></tr>
<tr><td>SWD</td><td>97.2%</td></tr>
<tr><td>Foster Youth</td><td>100%</td></tr>
<tr><td>Homeless</td><td>100%</td></tr>
<tr><td>Cadet Corps</td><td>97.8%</td></tr>
<tr><td>Pregnant/Parent</td><td>77.8%</td></tr>
</table>
Note: Results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>84%</td></tr>
<tr><td>Hispanic</td><td>>84%</td></tr>
<tr><td>White</td><td>>84%</td></tr>
<tr><td>African American</td><td>>84%</td></tr>
<tr><td>EL</td><td>>84%</td></tr>
<tr><td>SED</td><td>>84%</td></tr>
<tr><td>SWD</td><td>>84%</td></tr>
<tr><td>Foster Youth</td><td>>84%</td></tr>
<tr><td>Homeless</td><td>>84%</td></tr>
<tr><td>Cadet Corps</td><td>>84%</td></tr>
<tr><td>Pregnant/Parent</td><td>>84%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>Middle School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Middle School</td><td>Not available</td></tr>
</table>
Note: Results will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Middle School</td><td><5%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>High School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>High School</td><td>Not available</td></tr>
</table>
Note: Results will be available after June 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>High School</td><td><5%</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Student Confidence Survey:<br>More than 90% of All Students will gain confidence in their ability to learn and succeed in school within 90 days of enrollment | | **2021-22: Projected**<br>Schoolwide: 98%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >90% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Systematic Approach to Monitor Student Leaning for All Students | a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.<br>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.<br>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. | $20,159 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Evaluate English Language Proficiency for English Learners | a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.<br><br>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.<br><br>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.<br><br>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems.<br><br>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. | $216,511 | Yes |

| | | | | |
|---|---|---|---|---|
| Action 3 | Academic Instruction and Support for All Students | a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program.<br><br>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.<br><br>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals.<br><br>d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades.<br><br>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.<br><br>f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.<br><br>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school.<br><br>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. | $833,946 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards.<br><br>j) School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. | | |
| Action 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups.<br><br>b) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.<br><br>c) Equity and Inclusion 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.<br><br>d) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. | $318,424 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.<br><br>b) Specialized Academic Instruction (SAI) provided by Education Specialists.<br><br>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. | $311,137 | No |
| Action 6 | Systematic Monitoring of Academic Performance for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.<br><br>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achive3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.<br><br>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator. | $8,876 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.<br><br>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.<br><br>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. | $242,772 | Yes |

# Goal Analysis for 2021-22

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

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

Audeo Valley was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, Audeo Valley is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, Audeo Valley's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, Audeo Valley's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. Instructional staff continue to utilize the MTSS Framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards.

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 were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

An explanation of how effective the specific actions were in making progress toward the goal.

Audeo Valley is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California Sate Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. Audeo Valley will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Audeo Valley is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>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: Projected**<br>100% of students | | | **Desired Outcome for 2023-24**<br>100% of students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>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: Projected**<br>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study |
| **Course Access**<br>Increase the annual number of students completing college credit courses | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Dual Enrollment: 0<br>Articulated Credit: 18<br>Total early college credit: 18<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of students completing college credit courses: >18 students |
| **Course Access**<br>Increase annual student participation in Advanced Placement (AP) Courses | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Number of AP Courses Assigned: 1 course<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of AP Courses Assigned: >1 course |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>Maintain High-Quality and relevant established CTE Career Pathways | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management<br>**Note:** CTE Career Pathways available as of April 2022 | | | **Desired Outcome for 2023-24**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management |
| **Implementation of State Standards**<br>100% of Core Courses will be aligned to CCSS | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22 Projected**<br>Core Courses Aligned to CCSS: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses Aligned to CCSS: 100% |
| **Implementation of State Standards**<br>100% of Science Courses will be aligned to NGSS | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22 Projected**<br>Science Courses Aligned to NGSS: 100% | | | **Desired Outcome for 2023-24**<br>Science Courses Aligned to NGSS: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>100% of ELA and Social Science Courses will be aligned to ELD Standards | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22 Projected**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | | | **Desired Outcome for 2023-24**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% |
| **Implementation of State Standards**<br>100% of Core Courses will be UC A-G approved | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22 Projected**<br>Core Courses a-g Approved: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses a-g Approved: 100% |
| **Implementation of State Standards**<br>100% of CTE Courses will be aligned to CTE Model Curriculum Standards | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22 Projected**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | | | **Desired Outcome for 2023-24**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Schoolwide: Not available<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Target: Exceed 2021-22 percentage schoolwide and all numerically significant student groups |
| **Pupil Achievement**<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Schoolwide: Not available<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Target: Exceed 2021-22 percentage schoolwide and all numerically significant student groups |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Target</td><td>Exceed 2021-22 percentage schoolwide and all numerically significant student groups</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher</td>
<td>Note: 2021-22 is the first year of operation – baseline data does not exist</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Target</td><td>Exceed 2021-22 percentage schoolwide and all numerically significant student groups</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Maintain a compliant and accessible Work Experience Education (WEE) Program | **2020-21 Source: Local Reporting**<br>Met compliance requirements set forth by the California Department of Education | **2021-22: Projection**<br>WEE Program remains compliant and available to all students for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Provide a compliant WEE Program for students who want to participate in work-based learning opportunities |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Standards Aligned Course of Study and Curriculum for All Students | a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).<br><br>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.<br><br>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>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).<br><br>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse. | $183,272 | No |

| | | | | |
|---|---|---|---|---|
| Action 2 | Standards Aligned Course of Study and Curriculum for 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.<br><br>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.<br><br>c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.<br><br>d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.<br><br>e) 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.<br><br>f) 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.<br><br>g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. | $42,917 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) 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).<br><br>i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.<br><br>j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | | |

| | | | | |
|---|---|---|---|---|
| Action 3 | College/Career Pathways for All Students | 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.<br><br>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.<br><br>c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.<br><br>d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines.<br><br>e) 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.<br><br>f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.<br><br>g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site.<br><br>h) 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.<br><br>i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high | $107,154 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school student progress towards meeting Approaching and Prepared criteria.<br><br>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections. | | |

# Goal Analysis for 2021-22

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

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

Audeo Valley was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

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 were variances between actual and budgeted expenditures for Goal 2 actions. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP’s measurable outcomes, educational partners are satisfied with the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>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 | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |
| **Implementation of State Standards**<br>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 | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>10 ELAD trainings as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual ELAD trainings |
| **Implementation of State Standards**<br>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |
| **Implementation of State Standards**<br>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>98% of staff as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>90% of students surveyed will report high levels of satisfaction with their overall educational experience at Audeo Valley | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at Audeo Valley | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>96% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Professional Development Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives and staff needs.<br><br>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.<br><br>c) AU professional development trainings for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).<br><br>d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.<br><br>e) 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.<br><br>f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.<br><br>g) 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.<br><br>h) 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. | $41,841 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.<br><br>j) 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.<br><br>k) 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. | | |

| | | | | |
|---|---|---|---|---|
| Action 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | a) The 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.<br><br>b) 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.<br><br>c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.<br><br>d) 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.<br><br>e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students.<br><br>f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.<br><br>g) 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. | $10,397 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.<br><br>i) AU professional development trainings 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. | | |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

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.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards.

AU instructors include teachers, education specialists, subject matter experts and administrators. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 4** | Provide a safe environment and supportive school culture for all educational partners to teach and learn. |

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a Suspension Rate 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 | **2021-22: Projected**<br>Suspension Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Suspension Rate: <1.5% |
| **School Climate**<br>Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Expulsion Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Expulsion Rate: <1% |
| **School Climate**<br>More than 90% of students surveyed annually will report high levels of School Safety satisfaction | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>97% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>More than 90% of parents surveyed annually will report high levels of School Safety satisfaction | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>97% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a School Safety Plan that meets the needs of educational partners and is compliant | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Safe and Supportive Schools for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed.<br><br>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting).<br><br>c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system).<br><br>d) Provide nursing services to support student overall health and social-emotional well-being.<br><br>e) Provide students and parents with opportunities for input into safety planning. | $49,109 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Social, Emotional and Behavioral Support Systems for All Students | a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.<br><br>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.<br><br>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.<br><br>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.<br><br>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services. | $49,845 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 3 | Social, Emotional and Behavioral Support Systems for 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.<br><br>b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.<br><br>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.<br><br>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.<br><br>e) Nutrition Program to promote student health and well-being. | $42,691 | Yes |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/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.

Only minor variances between budgeted and actual expenditures for Goal 4 actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon an analysis of the LCAP's metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>100% of school facilities as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of school facilities |
| **Parental Involvement**<br>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 | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br><br>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 | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br><br>The following parental participation opportunities have been provided as of April 2022:<br><br>• Post-secondary transition meetings to discuss student outcomes<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | | | **Desired Outcome for 2023-24**<br><br>Maintain or expand opportunities for parental and family member participation for students with exceptional needs |
| **Parental Involvement**<br><br>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br><br>8 community-based partnerships as of April 2022 | | | **Desired Outcome for 2023-24**<br><br>Maintain community-based partnerships that support the unique needs of all educational partners |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br>Provide six Family Learning Series Trainings to all parents and family members | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>Nine Family Learning Series were facilitated as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual Family Learning Series offered to parents and family members |
| **Parental Involvement**<br>90% of parents will report that Resource Centers provide innovative learning opportunities for students | **Note:** 2021-22 is the first year of operation – baseline data does not exist | **2021-22: Projected**<br>97% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Engagement Opportunities for 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.<br><br>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.<br><br>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.<br><br>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.<br><br>e) Technology and Operations staff will maintain an innovative resource center, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement.<br><br>f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (Audeo Valley) lab work.<br><br>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program.<br><br>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.<br><br>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and | $288,885 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | digital tools for creativity, critical thinking, collaboration and communication. | | |
| Action 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | a) Provide bus passes to Foster Youth to increase access to the resource center for educational support and services.<br><br>b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.<br><br>c) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.<br><br>d) Provide translated materials and resources for parents and family members of English Learners.<br><br>e) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. | $500 | Yes |

# Goal Analysis for 2021-22

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

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

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided an innovative and engaging resource center which is conveniently located in the community in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

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.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing engaging community-based resources to all students and family members.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. 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.

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

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $628,826 | $61,452 |

**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 |
|---|---|---|---|
| 24.65% | 0% | $0 | 24.65% |

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Audeo Valley will be seeking Dashboard Alternative School Status (DASS) from the CDE because at least 70% of incoming students are comprised of high-risk student groups. Therefore, Audeo Valley is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

Audeo Valley has an enrollment of unduplicated pupils which exceeds 71% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, Audeo Valley will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- **Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.

- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-promise student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect

program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school's need to improve outcomes for at-promise student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.

- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school's Healthy Youth staff will

provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, Audeo Valley plans to continually monitor the effectiveness of these targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. Audeo Valley will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school's percentage to increase or improve services for unduplicated students is 24.65% and the estimated increased apportionment is $628,826. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted

actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

**Foster Youth Liaison, directed specifically to Foster Youth and families**:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student enrollment process, and ensure they have full and equal opportunity to succeed in school
- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations frequented by staff, students, parents, and family members

- Inform parents and family members of unaccompanied youths of all transportation services
- Provide school staff with professional development related to homeless and foster youth through Altus University

**English Language Plan Implementation, directed specifically to English Learners and families**:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

The actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches**: These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students. While all students may have access to services, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.

- **Counselors**: Personnel will provide additional academic, college/career and other supports to unduplicated students. While all students may have access to these actions and services, there is emphasis on providing for students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.

- **Equity and Inclusion Staff**: Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase engagement and achievement of all students, services will particularly benefit unduplicated students and other high-need student groups.

- **Data and Assessment Staff**: Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.

- **Connect Program**: Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. While all students have access to these technology services, the intended outcome is to bridge the gap in family

resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC)**: The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. While this specialized curriculum design will benefit all students, the intended approach is to elevate learning of underperforming student groups and unduplicated pupils.

- **Math Specialist**: The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. While this professional development will inevitably support the achievement of all students in mathematics, is primarily intended to elevate math performance of unduplicated pupils.

- **AVID and WRITE Professional Learning**: These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction to all students, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.

- **Healthy Youth Therapist**: Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. While all students may access these mental health services, the intended outcomes are to bridge the gap in resources for students' groups, particularly unduplicated pupils.

- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. While the nutrition program is available to all students, the intended outcome is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.

- **Resilience in Student Education (RISE) with Healthy Youth Staff**: Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. While RISE will be an important program for all students, it has historically been a key component for underserved student groups to maintain a positive school climate and culture.

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 single-site Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. Audeo Valley, 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, Audeo Valley has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The school's Human Resources Department has expanded recruitment efforts to multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff.

| **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 | Not applicable to single-site LEA | Not applicable to single-site LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to single-site LEA | Not applicable to single-site LEA |

# 2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 2,170,829 | $ 277,213 | $ - | $ 320,394 | 2,768,436 | $ 2,335,423 | $ 433,013 |

| 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 Leaning for All Students | All | $ 17,261 | $ - | $ - | $ 2,898 | $ 20,159 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | English Learners | $ 216,511 | $ - | $ - | $ - | $ 216,511 |
| 1 | 3 | Academic Instruction and Support for All Students | All | $ 739,297 | $ 41,845 | $ - | $ 52,804 | $ 833,946 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 98,865 | $ - | $ - | $ 219,559 | $ 318,424 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | SWD | $ 63,081 | $ 218,681 | $ - | $ 29,375 | $ 311,137 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | All | $ 8,876 | $ - | $ - | $ - | $ 8,876 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 242,772 | $ - | $ - | $ - | $ 242,772 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | All | $ 166,585 | $ 16,687 | $ - | $ - | $ 183,272 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | English Learners & Low-Income | $ 40,226 | $ - | $ - | $ 2,691 | $ 42,917 |
| 2 | 3 | College/Career Pathways for All Students | All | $ 107,154 | $ - | $ - | $ - | $ 107,154 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | All | $ 41,841 | $ - | $ - | $ - | $ 41,841 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 2,130 | $ - | $ - | $ 8,267 | $ 10,397 |
| 4 | 1 | Safe and Supportive Schools for All Students | All | $ 49,109 | $ - | $ - | $ - | $ 49,109 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | All | $ 49,845 | $ - | $ - | $ - | $ 49,845 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Low-Income & Foster Youth | $ 37,891 | $ - | $ - | $ 4,800 | $ 42,691 |
| 5 | 1 | Engagement Opportunities for All Students | All | $ 288,885 | $ - | $ - | $ - | $ 288,885 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 500 | $ - | $ - | $ - | $ 500 |

# 2022-23 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 2,550,911 | $ 628,826 | 24.65% | 0.00% | 24.65% | $ 638,895 | 0.00% | 25.05% | **Total:** | $ 638,895 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ 638,895 |
| | | | | | | | | **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 English Language Proficiency for English Learne | Yes | Limited | English Learners | All | $ 216,511 | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Lo | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 98,865 | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for Engli | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 242,772 | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for En | Yes | Limited | English Learners & Low-Income | All | $ 40,226 | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academ | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 2,130 | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Lo | Yes | Limited | Low-Income & Foster Youth | All | $ 37,891 | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Inco | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 500 | 0.00% |

# 2021-22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 2,454,525.00 | $ 2,021,991.40 |

| 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 Cycle of Assessments for All Students | No | $ 4,920 | $ 4,815 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 124,818 | $ 192,286 |
| 1 | 3 | Academic Instruction and Support for All Students | No | $ 863,683 | $ 503,657 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 163,301 | $ 107,190 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | No | $ 329,340 | $ 366,487 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | No | $ 31,813 | $ 31,198 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 200,439 | $ 232,102 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | No | $ 194,471 | $ 86,052 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 25,119 | $ 39,418 |
| 2 | 3 | Pathways and College/Career Readiness for All Students | No | $ 101,996 | $ - |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | No | $ 34,041 | $ 24,547 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 7,413 | $ - |
| 4 | 1 | Safe and Supportive School for All Students | No | $ 49,566 | $ 45,707 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | No | $ 20,922 | $ 23,815 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 24,119 | $ 20,970 |
| 5 | 1 | Engagement Opportunities for All Students | No | $ 277,564 | $ 342,626 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ 1,000 | $ 1,119 |

# 2021-22 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) |
|---|---|---|---|---|---|---|
| $ 590,100 | $ 499,114 | $ 591,967 | $ (92,853) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 124,818 | $ 192,285.52 | 0.00% | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 124,173 | $ 107,190.41 | 0.00% | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 200,439 | $ 232,102.34 | 0.00% | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 23,440 | $ 39,418.41 | 0.00% | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 2,125 | $ - | 0.00% | |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 24,119 | $ 20,970.19 | 0.00% | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ - | | 0.00% | 0.00% |

## 2021-22 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) |
|---|---|---|---|---|---|---|---|---|
| $ 2,393,819 | $ 590,100 | 0.00% | 24.65% | $ 591,967 | 0.00% | 24.73% | $0.00 - No Carryover | 0.00% - No Carryover |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2**: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## *Focus Goal(s)*

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## *Broad Goal*

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## *Maintenance of Progress Goal*

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### *Contributing Actions Annual Update Table*

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## *LCFF Carryover Table*

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents



Local Educational Agency (LEA) Name: Grossmont Secondary School

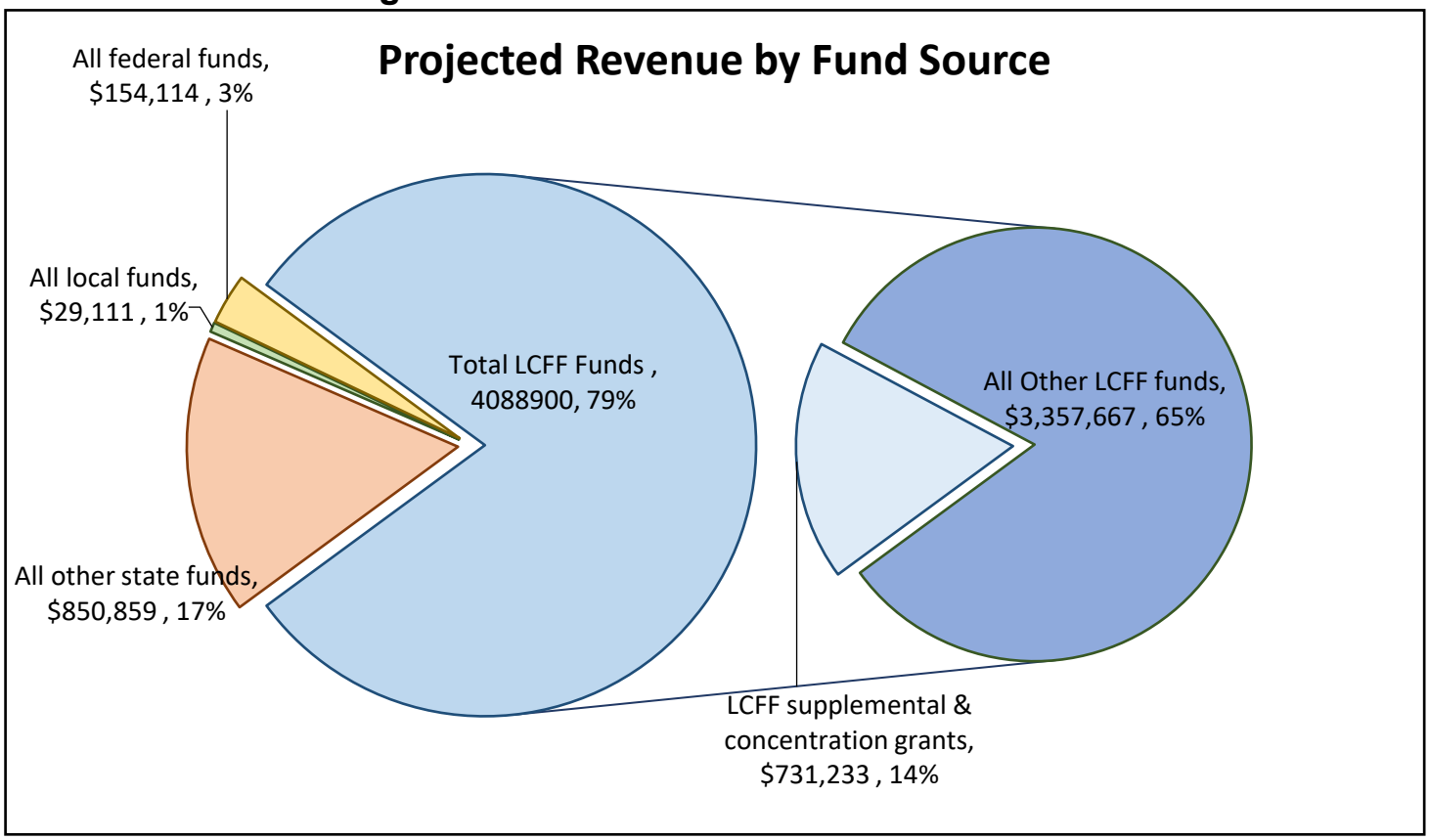
CDS Code: 37770990136077

School Year: 2022 – 23

LEA contact information: Allison Fleck, (858) 249-7018, afleck@grossmontcharter.com

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 2022 – 23 School Year



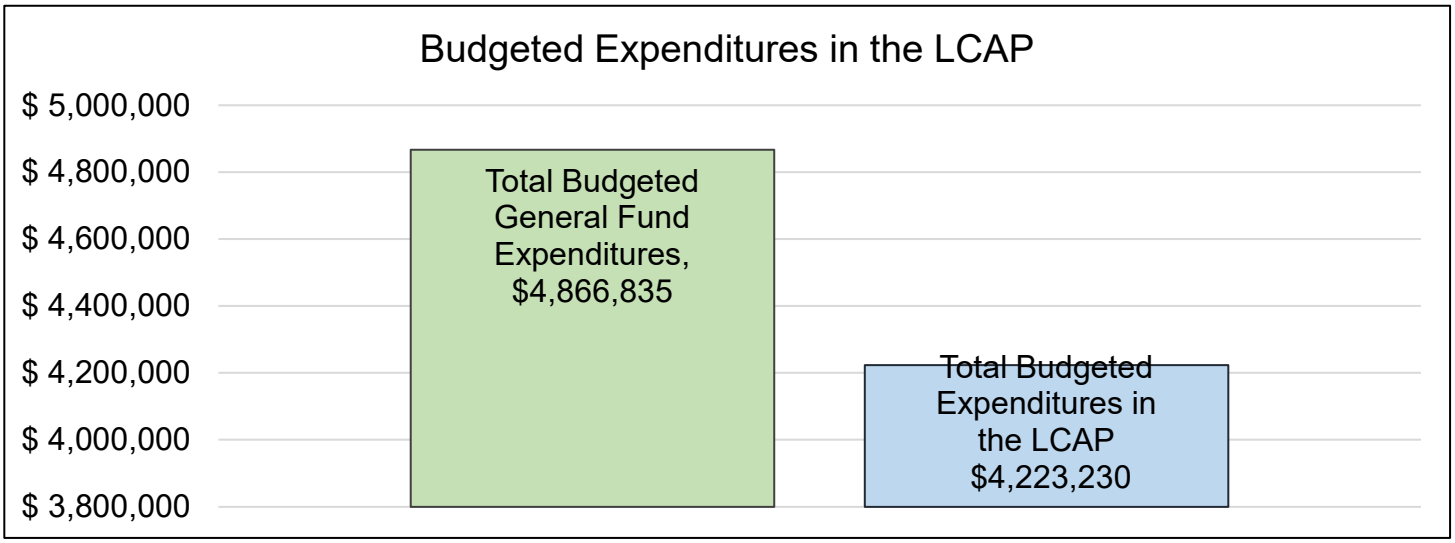

This chart shows the total general purpose revenue Grossmont Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grossmont Secondary School is $5,122,984.00, of which $4,088,900.00 is Local Control Funding Formula (LCFF), $850,859.00 is other state funds, $29,111.00 is local funds, and $154,114.00 is federal funds. Of the $4,088,900.00 in LCFF Funds, $731,233.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents



The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Grossmont Secondary School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grossmont Secondary School plans to spend $4,866,835.00 for the 2022 – 23 school year. Of that amount, $4,223,230.00 is tied to actions/services in the LCAP and $643,605.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

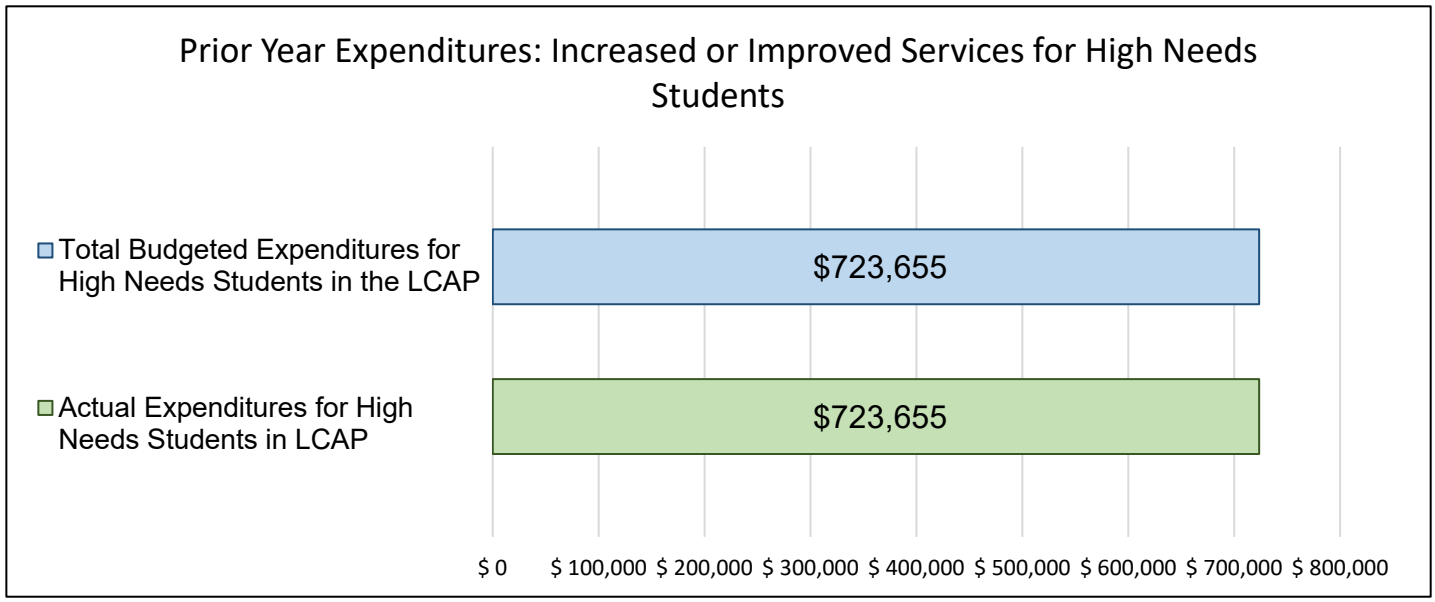
Operating and Administrative costs are not included as part of the LCAP.  These expenditures include salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal, specialized therapy and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Grossmont Secondary School is projecting it will receive $731,233.00 based on the enrollment of foster youth, English learner, and low-income students. Grossmont Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. Grossmont Secondary School plans to spend $731,233.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22




This chart compares what Grossmont Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grossmont Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Grossmont Secondary School's LCAP budgeted $723,655.00 for planned actions to increase or improve services for high needs students. Grossmont Secondary School actually spent $723,655.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Grossmont Secondary School | Allison Fleck \| School Coordinator | Email: afleck@grossmontcharter.com<br>Phone: (858) 249-7018 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Grossmont Secondary School (GSS) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. GSS engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated $100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

GSS belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. GSS staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated $450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. GSS worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Grossmont Secondary School (GSS) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. GSS, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, GSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The School’s Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Grossmont Secondary School (GSS) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, GSS deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, GSS deployed Chromebooks and internet data plans to families in need of home computing and internet access. GSS commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. GSS staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, GSS staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at https://grossmontsecondarycharter.com/about-2/lcap/.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at https://grossmontsecondarycharter.com/about-2/public-notices/.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided GSS with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. GSS was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and GSS entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, GSS planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, GSS was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, GSS has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

GSS has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. GSS recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. GSS invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

GSS has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, GSS continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| **Grossmont Secondary School** | **Allison Fleck**<br>School Coordinator | afleck@grossmontcharter.com<br>(858) 249-7018 |

# Plan Summary: 2022-23

## General Information

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

In 2017, Grossmont Secondary School (GSS) was established by the State Board of Education as a free public-school option serving students in grades 7-12. GSS is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**GSS received a Six-Year Accreditation Status by WASC through June 30, 2026**. GSS operates three neighborhood resource centers in El Cajon, La Mesa and Paradise Valley (Spring Valley). Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free and safe environment. GSS is a non-classroom based, independent study program.

GSS is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At GSS, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at GSS are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is

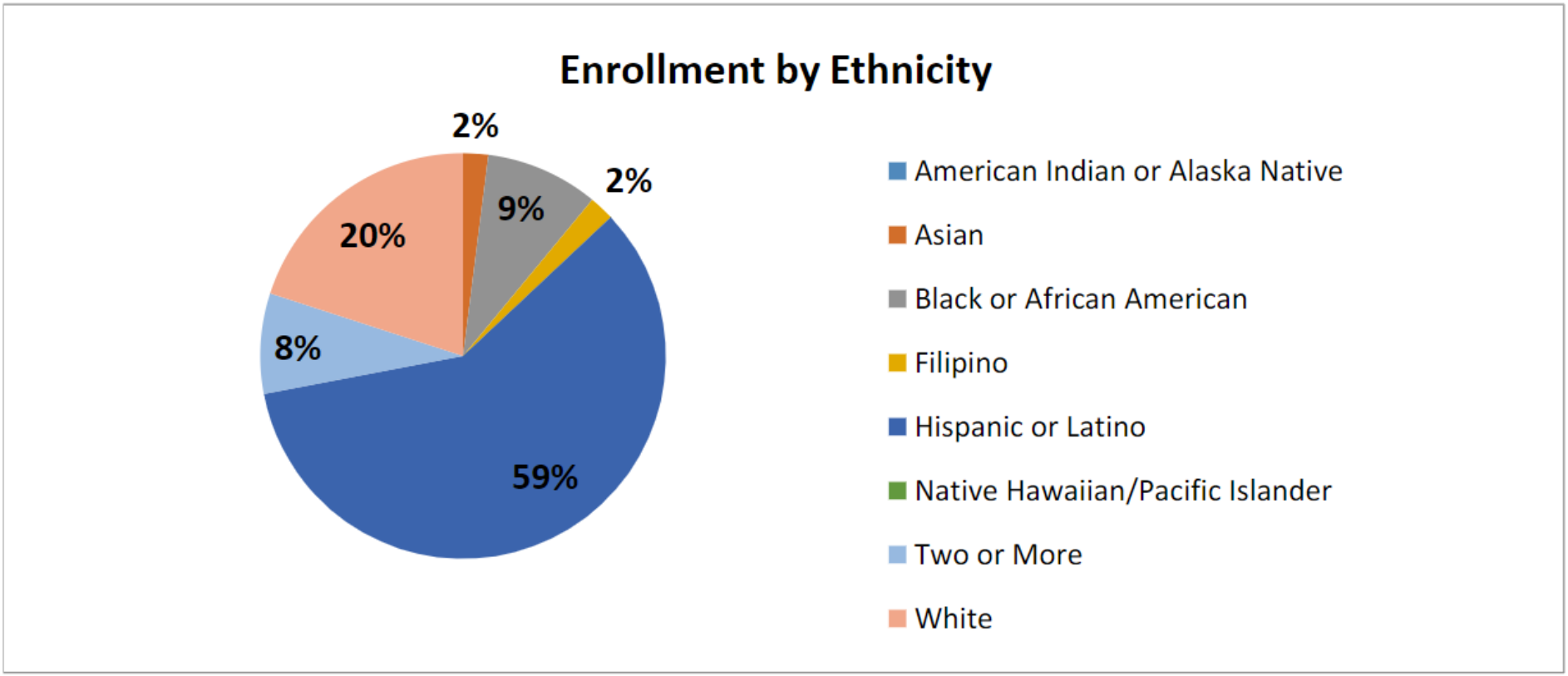
positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, GSS works to alleviate social and personal pressures that can impact academic performance.  We also have many partnerships and alliances to provide community resources to students and families.

**GSS is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS)**. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

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

In April 2022, GSS had a total enrollment of 345 students. Of these 345 students, 68% were Socioeconomically Disadvantaged, 19% were Students with Disabilities, 13% were GATE, 11% were English Learners, 4% were Homeless, and 0.6% were Foster Youth.

In addition, of these 345 students, 59% were Hispanic, 20% were White and 9% Black or African American. 12% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.




## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

GSS's educational partners continue to be satisfied with the progress on meeting LCAP Goals, state/local priorities and the commitment to providing a personalized plan for all students. This personalized approach is the school's key instructional process, known as the **Pathways Personalized Education Plan (PPEP)**. Throughout the COVID-19 pandemic, a PPEP has been collaboratively created, monitored and adjusted for all students to help them meet their academic goals. By surveying and talking with students and families upon enrollment, we know that the majority seek enrollment at GSS because traditional educational models have failed them and they want an innovative approach that will allow them to 'catch up' on credits, increase academic proficiency in ELA and Mathematics and graduate on-time with their

cohort.

Along with the PPEP, the school's Instructional Plan utilizes a systematic and collaborative approach to increase student outcomes: Instruction, Equity/Inclusion, Curriculum, Data/Assessment and Professional Learning. Educational partners believe that the aforementioned systems and structures have supported student engagement and elevated academic achievement despite the COVID-19 pandemic which has disrupted the lives of staff, students and family members since March 2020.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the California Department of Education (CDE) web site if they were determined to be valid and reliable. GSS's One-Year Graduation Rate for 2021 was made available. **The Graduation Rate for All Students was 90.3%**. This is an 18% improvement from the prior school year which was 72.3%. Educational partners are thrilled with this positive year-over-year growth and believe that the school is capable of maintaining this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to college/career pathways.

GSS educational partners are proud of the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 71% of students tested met their NWEA Reading Growth Target
- 74% of students tested met their NWEA Language Growth Target
- 70% of students tested met their NWEA Math Growth Target

Educational partners continue to be satisfied with the strong **School-to-Home Partnership** that has remained intact throughout the COVID-19 pandemic. Based upon Student and Parent LCAP Engagement Surveys, it is evident that the educational program is meeting the unique needs of students and families. Some of the key survey findings are provided below (survey results as of April 2022):

Educational Program

- 100% of students report high levels of satisfaction with the school
- 98% of parents report high levels of satisfaction with the school

**School Safety**

- 98% of students report high levels of school safety satisfaction
- 98% of parents and family members report high levels of school safety satisfaction

Lastly, educational partners believe that the school has successfully maintained student engagement throughout the COVID-19 pandemic by providing students with innovative and high-quality instructional formats, including one-one-one academic tutoring, small group instruction, virtual or in-person access to instructional staff. Instructional staff have stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. **As of April 2022, GSS's cumulative Participation Rate for the school year is 89.5%**. In addition, significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learner, and Socioeconomically Disadvantaged are all exceeding the school's locally set target of 84%. The academic support and engagement methods utilized by instructional staff this year will continue to be implemented for 2022-23 while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 Dashboard. The 2019 Dashboard is the most recent and complete. According to the 2019 Dashboard, the school's **Chronic Absenteeism** rate for all Students (grades 7-8) was 42.6%. This is a Red performance rating. The Socioeconomically Disadvantaged student group had a 41.5% Chronic Absenteeism rate, which is also a Red performance rating. Since 2019, school staff have focused on reducing Chronic Absenteeism for all students by enhancing the MTSS Framework and real-time monitoring and response systems. The school had a state-released Chronic Absenteeism rate of 11.6% in 2021. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year.

In 2019, the schoolwide **Graduation Rate** was 70.9%, which is a Green performance rating. The Socioeconomically Disadvantaged student group had a Yellow rating, and the Hispanic student group had a Red rating. While a performance gap existed in 2019, the school since then has improved the Graduation Rate for All Students and numerically significant student groups, as demonstrated in the chart below:

## Graduation Rate by Student Group

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Graduation Rate |
|---|---|---|---|
| All Students | 113 | 102 | 90.3% |
| English Learners | 8 | * | * |
| Homeless | 7 | * | * |
| Socioeconomically Disadvantaged | 73 | 66 | 90.4% |
| Students with Disabilities | 23 | 21 | 91.3% |
| African American | 3 | * | * |
| American Indian or Alaska Native | 1 | * | * |
| Filipino | 3 | * | * |
| Hispanic | 65 | 61 | 93.8% |
| White | 30 | 26 | 86.7% |
| Two or More Races | 10 | * | * |

GSS was able to successfully graduate 102 students during the 2020-21 school year, which is considered an 90.3% Graduation Rate. While the school is satisfied with the continued growth in this indicator, staff will remain focusing on support underserved student groups. In order to increase performance, the school will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance the graduation rate monitoring system that strategically identifies low performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning barriers by providing students with home technology, bus passes and a meal program.

Based upon the 2019 Dashboard, 54.8% of ELs are making progress towards **English language proficiency** or maintaining the highest

level on the English Language Proficiency Assessments for California (ELPAC). The school did not receive a Performance Color. Educational partners believe that by implementing both Integrated and Designated ELD programs, a Medium progress level can be maintained (greater than 45%). The school successfully administered the Summative ELPAC to English learner students in spring 2022 and are awaiting results.

According to the 2019 Dashboard, 5.4% of GSS graduates met the prepared criteria for **College/Career**. The school received a Red performance rating for this indicator. The Socioeconomically Disadvantaged student group received a Red rating, and the Hispanic student group received an orange rating. Educational partners believe that this academic performance indicator will continue to be a challenge for the school because the average length of student enrollment is 12-18 months. In addition, many students enroll in GSS during their junior or senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focus and that there are opportunities to expand student participation in CTE Pathways, Early College Credit Programs and Leadership/Military Science courses. School counselors will provide counseling sessions focused on creating a College/Career plan for all students, along with ongoing monitoring and management.

In 2019, All Students who completed the **Smarter Balanced ELA Summative Assessment** scored 16.2 points above standard. No performance rating was assigned for this indicator. In 2021, GSS administered the CAASPP and 50.8% of students met or exceeded standard in ELA. The Statewide All Schools 20-21 ELA Average was 49.01%. CAASPP was administered to students from May-June 2022 and results will be available after July 2022.

In 2019, All Students who completed the **Smarter Balanced Mathematics Summative Assessment** scored 98.5 points below standard. No performance rating was assigned for this indicator. GSS administered the CAASPP in 2021, and 20.6% of students met or exceeded standard in mathematics. This was an 11.1% increase from 2019 when 9.5% of students met or exceeded standard in math. Educational partners state that math achievement continues to be a critical area of need. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards.

According to the 2019 Dashboard, the school received a Blue performance rating for **Suspension Rate**. Educational partners continue to report that they are satisfied with school safety. Due to the instructional design and approach, which is committed to small group learning, mitigates potential behavior and conflict. For the 2021-22 school year, there have been no student suspensions or expulsions.

Educational partners believe that professional learning is key to continued success on Dashboard indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, the Early College Credit Program, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and

Equity (WRITE). The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. Equity and Inclusion staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organization that can provide additional academic, mental health and behavioral services to students and family members.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

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

**Key Actions and Services for <u>All Students:</u>**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)
- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

**Key Actions and Services for <u>All Students:</u>**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

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

**Key Actions and Services for <u>All Students:</u>**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)
- Advancement Via Individual Determination (AVID)

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

**Key Actions and Services for <u>All Students:</u>**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

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

**Key Actions and Services for <u>All Students:</u>**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Interactive and engaging English Learners Advisory Committee (ELAC)
- Bus Pass Program

# 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.

GSS is not eligible for CSI.

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

GSS is not eligible for CSI.

### *Monitoring and Evaluating Effectiveness*

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

GSS is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2022-23 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

**Board of Directors and Community**
Date: July 29, 2021
Involvement Method: Board Meeting

**School Leadership Team**
Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

**Parents and Family Members**
Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

**Board of Directors and Community**
Date: August 24, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: September 9, 2021
Involvement Method: Board Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: August 26-27
Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

**Students, Parents and Family Members**
Date: October 4-29, 2021
Involvement Method: School Open House Events

**Board of Directors and Community**
Date: October 20, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: October 27, 2021
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: October 29, 2021
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: November 9, 2021
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: November 15, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 1, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 9, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: January 5, 2022
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: January 28, 2022
Involvement Method: Instructional Meeting

**School Leadership Team**
Date: February 1-3, 2022
Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**
Date: February 16, 2022
Involvement Method: Board Meeting

**Students, Parents and Family Members**
Date: March 7-25, 2022
Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**
Date: March 11, 2022
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: May 12, 2022
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: March 18, 2022
Involvement Method: Board Meeting

**El Dorado Charter SELPA**
Date: May 10, 2022
Involvement Method: Professional Development and Support for Special Education Program

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: May 20, 2022
Involvement Method: Instructional Meeting

**Board of Directors and Community**
Date: June 24, 2022
Involvement: Regular Board Meeting

The school's 2022-23 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

**Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

**Parents and Family Members:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.

- Safe and supportive resource centers that student can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Parent Advisory Committee:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to both acquire additional instructional support staff that can provide small group tutoring and maintain a partnership with a local non-profit tutoring organization that can provide academic coaches.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English leaners students require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTR), that can support the instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform.

Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.,

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

GSS is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at GSS credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, GSS is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of teachers are fully credentialed and appropriately assigned | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of teachers are fully credentialed and appropriately assigned |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br><u>One-Year DASS Graduation Rate</u>:<br>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr>
<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>
Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>87.6%</td></tr>
<tr><td>Hispanic</td><td>83.3%</td></tr>
<tr><td>White</td><td>87.5%</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>90%</td></tr>
<tr><td>SWD</td><td>87.5%</td></tr>
</table>
Note: Projected results as of January 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Chronic Absenteeism</u>:<br>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>11.6%</td></tr>
<tr><td>Hispanic</td><td>15.4%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>*</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>13.5%</td></tr>
<tr><td>SWD</td><td>*</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>6.4%</td></tr>
<tr><td>Hispanic</td><td>11.5%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>*</td></tr>
<tr><td>SED</td><td>8.1%</td></tr>
<tr><td>SWD</td><td>21.4%</td></tr>
</table>
Note: Projected results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td><10%</td></tr>
<tr><td>Hispanic</td><td><10%</td></tr>
<tr><td>White</td><td><10%</td></tr>
<tr><td>African American</td><td><10%</td></tr>
<tr><td>2+ Races</td><td><10%</td></tr>
<tr><td>EL</td><td><10%</td></tr>
<tr><td>SED</td><td><10%</td></tr>
<tr><td>SWD</td><td><10%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced ELA Summative Assessments:<br>Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>16.2</td></tr><tr><td>Hispanic</td><td>14.7</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>8.9</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-0.1</td></tr><tr><td>Hispanic</td><td>>-0.1</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>>-0.1</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced Mathematics Summative Assessments:<br>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-98.5</td></tr><tr><td>Hispanic</td><td>-108.2</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>*</td></tr><tr><td>EL</td><td>*</td></tr><tr><td>SED</td><td>-108.4</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-89.5</td></tr><tr><td>Hispanic</td><td>>-99.2</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>*</td></tr><tr><td>EL</td><td>*</td></tr><tr><td>SED</td><td>>-99.4</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>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**<br>ELA: 61.76%<br>Mathematics: 11.76% | **2021-22: Projected**<br>ELA: Not Available<br>Mathematics: Not Available<br>**Note:** SBA administration is from May to June 2022 | | | **Desired Outcome for 2023-24**<br>ELA: >61.76%<br>Mathematics: >11.76% |
| **Pupil Achievement**<br><u>English Learner Progress Indicator</u>:<br>More than 45% of English Learners are making progress towards English Language proficiency | **2018-19 Source: CA School Dashboard**<br>English Learners: 54.8% | **2021-22: Projected**<br>English Learners: Not available<br>**Note:** ELPAC administration is from February to May 2022 | | | **Desired Outcome for 2023-24**<br>English Learners: >45% |
| **Pupil Achievement**<br><u>English Learner Reclassification Rate</u>:<br>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total | **2019-20 Source: DataQuest**<br>GSS Total: 13.5%<br>San Diego County Total: 14.7%<br>State Total: 13.8% | **2021-22: Projected**<br>GSS Reclassification Rate: Not available<br>**Note:** Data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>GSS Reclassification Rate: >13.8% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Reading growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>79%</td></tr><tr><td>Hispanic</td><td>81%</td></tr><tr><td>White</td><td>64%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>75%</td></tr><tr><td>SED</td><td>87%</td></tr><tr><td>SWD</td><td>79%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>71%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Language growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>75%</td></tr><tr><td>Hispanic</td><td>81%</td></tr><tr><td>White</td><td>55%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>76%</td></tr><tr><td>SED</td><td>81%</td></tr><tr><td>SWD</td><td>73%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>74%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Mathematics growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>73%</td></tr><tr><td>Hispanic</td><td>74%</td></tr><tr><td>White</td><td>50%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>76%</td></tr><tr><td>SED</td><td>79%</td></tr><tr><td>SWD</td><td>78%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>70%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>California Science Test:<br>Improve the annual percentage of All Students and Student Groups scoring proficient</td>
<td><table><tr><th colspan="2">2018-19 Source: DataQuest</th></tr><tr><td>Schoolwide</td><td>19.67%</td></tr><tr><td>Hispanic</td><td>20.73%</td></tr><tr><td>White</td><td>20.83%</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>18.29%</td></tr><tr><td>SWD</td><td>5%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: CAST administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>19.67%</td></tr><tr><td>Hispanic</td><td>>20.73%</td></tr><tr><td>White</td><td>>20.83%</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>>18.29%</td></tr><tr><td>SWD</td><td>>5%</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Engagement<br><br>Cumulative <u>Student Participation/Attendance Rate:</u><br><br>Exceed 84% or improve 3% from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>87.3%</td></tr><tr><td>Hispanic</td><td>87.1%</td></tr><tr><td>White</td><td>87.5%</td></tr><tr><td>African American</td><td>88.6%</td></tr><tr><td>EL</td><td>91.2%</td></tr><tr><td>SED</td><td>86.2%</td></tr><tr><td>SWD</td><td>83.6%</td></tr><tr><td>Foster Youth</td><td>100%</td></tr><tr><td>Homeless</td><td>82.5%</td></tr><tr><td>Cadet Corps</td><td>78.3%</td></tr><tr><td>Pregnant/Parent</td><td>57.4%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>89.5%</td></tr><tr><td>Hispanic</td><td>89.1%</td></tr><tr><td>White</td><td>89.7%</td></tr><tr><td>African American</td><td>89.3%</td></tr><tr><td>EL</td><td>86.1%</td></tr><tr><td>SED</td><td>89.7%</td></tr><tr><td>SWD</td><td>88.7%</td></tr><tr><td>Foster Youth</td><td>89.7%</td></tr><tr><td>Homeless</td><td>86.5%</td></tr><tr><td>Cadet Corps</td><td>95.4%</td></tr><tr><td>Pregnant/Parent</td><td>69.8%</td></tr></table><br>Note: Results as of April 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>84%</td></tr><tr><td>Hispanic</td><td>>84%</td></tr><tr><td>White</td><td>>84%</td></tr><tr><td>African American</td><td>>84%</td></tr><tr><td>EL</td><td>>84%</td></tr><tr><td>SED</td><td>>84%</td></tr><tr><td>SWD</td><td>>84%</td></tr><tr><td>Foster Youth</td><td>>84%</td></tr><tr><td>Homeless</td><td>>84%</td></tr><tr><td>Cadet Corps</td><td>>84%</td></tr><tr><td>Pregnant/Parent</td><td>>78.8%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>Middle School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>Middle School</td><td>0.00%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Middle School</td><td>Not available</td></tr></table><br>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Middle School</td><td><5%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>High School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>High School</td><td>4.2%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>High School</td><td>Not available</td></tr></table><br>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>High School</td><td><5%</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Student Confidence Survey:<br>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**<br>Schoolwide: 94% as of March 2021 | **2021-22: Projected**<br>Schoolwide: 93%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >90% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Systematic Approach to Monitor Student Leaning for All Students | a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.<br>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.<br>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. | $27,775 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Evaluate English Language Proficiency for English Learners | a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.<br><br>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.<br><br>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.<br><br>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems.<br><br>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. | $80,929 | Yes |

| | | | | |
|---|---|---|---|---|
| Action 3 | Academic Instruction and Support for All Students | a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program.<br><br>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.<br><br>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals.<br><br>d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades.<br><br>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.<br><br>f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.<br><br>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school.<br><br>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. | $1,389,951 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards.<br><br>j) School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. | | |
| Action 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups.<br><br>b) Partner with an educational tutoring organization that can provide underserved student groups with one-on-one and small group supplemental instruction throughout the school week designed to increase student engagement, academic confidence and credit completion.<br><br>c) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.<br><br>d) Equity and Inclusion 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.<br><br>e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. | $479,847 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.<br><br>b) Specialized Academic Instruction (SAI) provided by Education Specialists.<br><br>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. | $696,553 | No |
| Action 6 | Systematic Monitoring of Academic Performance for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.<br><br>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achive3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.<br><br>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator. | $11,051 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.<br><br>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.<br><br>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. | $114,083 | Yes |

# Goal Analysis for 2021-22

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

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

GSS was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, GSS is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, GSS's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, GSS's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. Instructional staff continue to utilize the MTSS Framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards.

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 were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

An explanation of how effective the specific actions were in making progress toward the goal.

GSS is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California Sate Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. GSS will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

GSS is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>Availability of standards aligned instructional materials to every student | **2020-21 Source: Local Reporting**<br>100% of students | **2021-22: Projected**<br>100% of students | | | **Desired Outcome for 2023-24**<br>100% of students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>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**<br>All students had access and were enrolled in a broad course of study | **2021-22: Projected**<br>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study |
| **Course Access**<br>Increase the annual number of students completing college credit courses | **2020-21 Source: Local Reporting**<br>10 students earned early college credit as of April 2021 | **2021-22: Projected**<br>Dual Enrollment: 24<br>Articulated Credit: 13<br>Total early college credit: 37<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of students completing college credit courses: >10 students |
| **Course Access**<br>Increase annual student participation in Advanced Placement (AP) Courses | **2020-21 Source: Local Reporting**<br>Number of AP Courses Assigned as of April 2021: 8 courses | **2021-22: Projected**<br>Number of AP Courses Assigned: 16 courses<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of AP Courses Assigned: >8 courses |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>Maintain High-Quality and relevant established CTE Career Pathways | **2020-21 Source: Local Reporting**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care | **2021-22: Projected**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management<br>**Note:** CTE Career Pathways available as of April 2022 | | | **Desired Outcome for 2023-24**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management |
| **Implementation of State Standards**<br>100% of Core Courses will be aligned to CCSS | **2020-21 Source: Local Reporting**<br>Core Courses Aligned to CCSS: 100% | **2021-22 Projected**<br>Core Courses Aligned to CCSS: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses Aligned to CCSS: 100% |
| **Implementation of State Standards**<br>100% of Science Courses will be aligned to NGSS | **2020-21 Source: Local Reporting**<br>Science Courses Aligned to NGSS: 100% | **2021-22 Projected**<br>Science Courses Aligned to NGSS: 100% | | | **Desired Outcome for 2023-24**<br>Science Courses Aligned to NGSS: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>100% of ELA and Social Science Courses will be aligned to ELD Standards | **2020-21 Source: Local Reporting**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | **2021-22 Projected**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | | | **Desired Outcome for 2023-24**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% |
| **Implementation of State Standards**<br>100% of Core Courses will be UC A-G approved | **2020-21 Source: Local Reporting**<br>Core Courses a-g Approved: 100% | **2021-22 Projected**<br>Core Courses a-g Approved: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses a-g Approved: 100% |
| **Implementation of State Standards**<br>100% of CTE Courses will be aligned to CTE Model Curriculum Standards | **2020-21 Source: Local Reporting**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | **2021-22 Projected**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | | | **Desired Outcome for 2023-24**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>2.7%</td></tr>
<tr><td>Hispanic</td><td>3.1%</td></tr>
<tr><td>White</td><td>3.3%</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>1.4%</td></tr>
<tr><td>SWD</td><td>4.3%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>2.7%</td></tr>
<tr><td>Hispanic</td><td>>3.1%</td></tr>
<tr><td>White</td><td>>3.3%</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>>1.4%</td></tr>
<tr><td>SWD</td><td>>4.3%</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>4.4%</td></tr>
<tr><td>Hispanic</td><td>1.5%</td></tr>
<tr><td>White</td><td>6.7%</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>0%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>4.4%</td></tr>
<tr><td>Hispanic</td><td>>1.5%</td></tr>
<tr><td>White</td><td>>6.7%</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>>0%</td></tr>
<tr><td>SWD</td><td>>0%</td></tr>
</table>
</td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway | **2020-21 Source: DataQuest**<br>Schoolwide: 0%<br>Hispanic: 0%<br>White: 0%<br>African American: *<br>2+ Races: *<br>EL: *<br>SED: 0%<br>SWD: 0% | **2021-22: Projected**<br>Schoolwide: Not available<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >0%<br>Hispanic: >0%<br>White: >0%<br>African American: *<br>2+ Races: *<br>EL: *<br>SED: >0%<br>SWD: >0% |
| **Pupil Achievement**<br>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**<br>Schoolwide: 0%<br>Hispanic: 0%<br>White: 0%<br>African American: *<br>2+ Races: *<br>EL: *<br>SED: 0%<br>SWD: 0% | **2021-22: Projected**<br>Schoolwide: Not available<br>Hispanic: Not available<br>White: Not available<br>African American: Not available<br>2+ Races: Not available<br>EL: Not available<br>SED: Not available<br>SWD: Not available<br>**Note:** Data will be available after July 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >0%<br>Hispanic: >0%<br>White: >0%<br>African American: *<br>2+ Races: *<br>EL: *<br>SED: >0%<br>SWD: >0% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Maintain a compliant and accessible Work Experience Education (WEE) Program | **2020-21 Source: Local Reporting**<br>Met compliance requirements set forth by the California Department of Education | **2021-22: Projection**<br>WEE Program remains compliant and available to all students for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Provide a compliant WEE Program for students who want to participate in work-based learning opportunities |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Standards Aligned Course of Study and Curriculum for All Students | a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NGSS).<br><br>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.<br><br>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>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).<br><br>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse. | $199,083 | No |

| | | | | |
|---|---|---|---|---|
| Action 2 | Standards Aligned Course of Study and Curriculum for 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.<br><br>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.<br><br>c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.<br><br>d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.<br><br>e) 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.<br><br>f) 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.<br><br>g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. | $291,874 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) 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).<br><br>i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.<br><br>j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | | |

| | | | | |
|---|---|---|---|---|
| Action 3 | College/Career Pathways for All Students | 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.<br><br>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.<br><br>c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.<br><br>d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines.<br><br>e) 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.<br><br>f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.<br><br>g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site.<br><br>h) 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.<br><br>i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high | $364,767 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school student progress towards meeting Approaching and Prepared criteria.<br><br>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections. | | |

# Goal Analysis for 2021-22

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

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

GSS was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

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 were only minor variances between actual and budgeted expenditures. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP’s measurable outcomes, educational partners are satisfied with the number of Advanced Placement (AP) courses assigned to students and the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>94% of teachers | **2021-22: Projected**<br>94% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction | **2020-21 Source: Local Reporting**<br>10 ELAD trainings as of April 2021 | **2021-22: Projected**<br>10 ELAD trainings as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual ELAD trainings |
| **Implementation of State Standards**<br>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment | **2020-21 Source: Local Reporting**<br>100% of teachers completed LEC | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |
| **Implementation of State Standards**<br>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations | **2020-21 Source: Local Reporting**<br>97% of staff | **2021-22: Projected**<br>96% of staff as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>90% of students surveyed will report high levels of satisfaction with their overall educational experience at GSS | **2020-21 Source: Local Reporting**<br>98% of students as of May 2021 | **2021-22: Projected**<br>100% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at GSS | **2020-21 Source: Local Reporting**<br>97% of parents and family members as of May 2021 | **2021-22: Projected**<br>98% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Professional Development Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives and staff needs.<br><br>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.<br><br>c) AU professional development trainings for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).<br><br>d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.<br><br>e) 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.<br><br>f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.<br><br>g) 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.<br><br>h) 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. | $59,725 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.<br><br>j) 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.<br><br>k) 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. | | |

| | | | | |
|---|---|---|---|---|
| Action 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | a) The 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.<br><br>b) 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.<br><br>c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.<br><br>d) 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.<br><br>e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students.<br><br>f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.<br><br>g) 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. | $13,630 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.<br><br>i) AU professional development trainings 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. | | |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

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.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards.

AU instructors include teachers, education specialists, subject matter experts and administrators. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 4** | Provide a safe environment and supportive school culture for all educational partners to teach and learn. |

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Suspension Rate: 0% | **2021-22: Projected**<br>Suspension Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Suspension Rate: <1.5% |
| **School Climate**<br>Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Expulsion Rate: 0% | **2021-22: Projected**<br>Expulsion Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Expulsion Rate: <1% |
| **School Climate**<br>More than 90% of students surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>98% of students as of April 2021 | **2021-22: Projected**<br>98% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>More than 90% of parents surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>97% of parents and family members as of April 2021 | **2021-22: Projected**<br>98% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a School Safety Plan that meets the needs of educational partners and is compliant | **2020-21 Source: Local Reporting**<br>School Safety Plan met compliance requirements set forth by local, county and state agencies | **2021-22: Projected**<br>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Safe and Supportive Schools for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed.<br><br>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting).<br><br>c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system).<br><br>d) Provide nursing services to support student overall health and social-emotional well-being.<br><br>e) Provide students and parents with opportunities for input into safety planning. | $29,863 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Social, Emotional and Behavioral Support Systems for All Students | a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.<br><br>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.<br><br>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.<br><br>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.<br><br>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services. | $76,774 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 3 | Social, Emotional and Behavioral Support Systems for 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.<br><br>b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.<br><br>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.<br><br>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.<br><br>e) Nutrition Program to promote student health and well-being. | $86,891 | Yes |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/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.

Due to COVID-19, it was difficult to project ADA and determine staffing needs/levels. For those reasons, there were some variances between the budgeted and actual expenditures related to Goal 4 which is focused on providing a safe and supportive school culture.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon an analysis of the LCAP's metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 5** | Provide innovative, engaging and community-based resource centers to service and support students, parents and family members. |

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning | **2020-21 Source: Local Reporting**<br>100% of school facilities | **2021-22: Projected**<br>100% of school facilities as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of school facilities |
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Post-secondary transition meetings to discuss student outcomes<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental and family member participation for students with exceptional needs |
| **Parental Involvement**<br>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members | **2020-21 Source: Local Reporting**<br>30 community-based partnerships | **2021-22: Projected**<br>24 community-based partnerships as of April 2022 | | | **Desired Outcome for 2023-24**<br>Maintain community-based partnerships that support the unique needs of all educational partners |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br><br>Provide six Family Learning Series Trainings to all parents and family members | **2020-21 Source: Local Reporting**<br>Seven Family Learning Series Trainings were facilitated | **2021-22: Projected**<br>Nine Family Learning Series were facilitated as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual Family Learning Series offered to parents and family members |
| **Parental Involvement**<br><br>90% of parents will report that Resource Centers provide innovative learning opportunities for students | **2020-21 Source: Local Reporting**<br>95% of parents and family members as of May 2021 | **2021-22: Projected**<br>96% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Engagement Opportunities for 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.<br><br>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.<br><br>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.<br><br>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.<br><br>e) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement.<br><br>f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (NGSS) lab work.<br><br>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program.<br><br>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.<br><br>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and | $295,295 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | digital tools for creativity, critical thinking, collaboration and communication. | | |
| Action 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | a) Provide bus passes to Foster Youth to increase access to resource centers for educational support and services.<br><br>b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.<br><br>c) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.<br><br>d) Provide translated materials and resources for parents and family members of English Learners.<br><br>e) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. | $5,140 | Yes |

# Goal Analysis for 2021-22

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

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

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided innovative and engaging resource centers that are conveniently located in communities in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

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.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing engaging community-based resources to all students and family members.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. 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.

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

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $731,233 | $63,863 |

**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 |
|---|---|---|---|
| 22.3% | 0% | $0 | 22.3% |

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

GSS is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, GSS is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

GSS has an enrollment of unduplicated pupils which exceeds 67% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, GSS will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- **Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will partner with a tutoring agency that can provide academic coaches to supplement instruction throughout the school week, focused on building foundational academic skills, knowledge and appropriate study habits. And lastly, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.

- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-promise student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students

with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school's need to improve outcomes for at-promise student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.

- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to

low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, GSS plans to continually monitor the effectiveness of these targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. GSS will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school's percentage to increase or improve services for unduplicated students is 22.3% and the estimated increased apportionment is $731,233. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Academic Coaches to Provide Supplemental Instruction** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

**Foster Youth Liaison, directed specifically to Foster Youth and families**:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student enrollment process, and ensure they have full and equal opportunity to succeed in school

- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations frequented by staff, students, parents, and family members
- Inform parents and family members of unaccompanied youths of all transportation services
- Provide school staff with professional development related to homeless and foster youth through Altus University

**English Language Plan Implementation, directed specifically to English Learners and families**:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

Actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches**: These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students - there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.

- **Counselors**: Personnel will provide additional academic, college/career and other supports to unduplicated students. These counseling services will be targeted services to students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.

- **Equity and Inclusion Staff**: Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase schoolwide student engagement, services will particularly benefit unduplicated students and other high-need student groups.

- **Data and Assessment Staff**: Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.

- **Connect Program**: Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. The intended outcome is to bridge the gap in family resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC)**: The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. This curriculum design approach is designed to elevate learning of underperforming student groups and unduplicated pupils.

- **Math Specialist**: The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. These math professional development services are primarily intended to elevate math performance of unduplicated pupils.

- **AVID and WRITE Professional Learning**: These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.

- **Healthy Youth Therapist**: Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. These mental health counseling services are intended to bridge the gap in resources for students' groups, particularly unduplicated pupils.

- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. The intended outcome of the school's Nutrition Program is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.

- **Resilience in Student Education (RISE) with Healthy Youth Staff**: Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. RISE is an effective social-emotional program component for underserved student groups and maintains a positive school climate and culture.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

GSS is a single-site Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. GSS, 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, GSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The school's Human Resources Department has expanded recruitment efforts to multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff.

| **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 | Not applicable to single-site LEA | Not applicable to single-site LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to single-site LEA | Not applicable to single-site LEA |

# 2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 2,615,157 | $ 1,447,113 | $ - | $ 160,960 | 4,223,230 | $ 3,652,193 | $ 571,036 |

| 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 Leaning for All Students | All | $ 13,695 | $ 7,910 | $ - | $ 6,169 | $ 27,775 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | English Learners | $ 74,754 | $ 6,175 | $ - | $ - | $ 80,929 |
| 1 | 3 | Academic Instruction and Support for All Students | All | $ 1,280,086 | $ 30,284 | $ - | $ 79,581 | $ 1,389,951 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 333,157 | $ 146,689 | $ - | $ - | $ 479,847 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | SWD | $ - | $ 661,303 | $ - | $ 35,250 | $ 696,553 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | All | $ 11,051 | $ - | $ - | $ - | $ 11,051 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 79,142 | $ 34,941 | $ - | $ - | $ 114,083 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | All | $ 153,367 | $ 45,715 | $ - | $ - | $ 199,083 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | English Learners & Low-Income | $ 209,984 | $ 58,590 | $ - | $ 23,300 | $ 291,874 |
| 2 | 3 | College/Career Pathways for All Students | All | $ - | $ 364,767 | $ - | $ - | $ 364,767 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | All | $ 51,448 | $ 8,277 | $ - | $ - | $ 59,725 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 7,623 | $ - | $ - | $ 6,007 | $ 13,630 |
| 4 | 1 | Safe and Supportive Schools for All Students | All | $ 25,724 | $ 4,139 | $ - | $ - | $ 29,863 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | All | $ 53,257 | $ 23,517 | $ - | $ - | $ 76,774 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Low-Income & Foster Youth | $ 26,573 | $ 54,805 | $ - | $ 5,513 | $ 86,891 |
| 5 | 1 | Engagement Opportunities for All Students | All | $ 295,295 | $ - | $ - | $ - | $ 295,295 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ - | $ - | $ - | $ 5,140 | $ 5,140 |

## 2022-23 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 3,279,696 | $ 731,233 | 22.30% | 0.00% | 22.30% | $ 731,233 | 0.00% | 22.30% | **Total:** | $ 731,233 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ 731,233 |
| | | | | | | | | **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 English Language Proficiency for English Learne | Yes | Limited | English Learners | All | $ 74,754 | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Lo | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 333,157 | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for Engli | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 79,142 | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for En | Yes | Limited | English Learners & Low-Income | All | $ 209,984 | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academ | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 7,623 | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Lo | Yes | Limited | Low-Income & Foster Youth | All | $ 26,573 | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Inco | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ - | 0.00% |

# 2021-22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 3,569,520.11 | $ 3,568,161.12 |

| 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 Cycle of Assessments for All Students | No | $ 123,268 | $ 115,450 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 62,870 | $ 156,907 |
| 1 | 3 | Academic Instruction and Support for All Students | No | $ 934,951 | $ 823,213 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 383,015 | $ 139,998 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | No | $ 651,602 | $ 521,033 |
| 1 | 6 | Academic Instruction and Support for Grade 12 Students (CSI) | No | $ 127,689 | $ 88,547 |
| 1 | 7 | Systematic Monitoring of Academic Performance for All Students | No | $ 69,382 | $ 71,446 |
| 1 | 8 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 178,957 | $ 266,752 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | No | $ 167,676 | $ 191,225 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 48,167 | $ 51,435 |
| 2 | 3 | Standards Aligned Course of Study and Curriculum for Grade 12 Students (CSI) | No | $ 59,250 | $ 58,438 |
| 2 | 4 | Pathways and College/Career Readiness for All Students | No | $ 239,479 | $ 261,391 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | No | $ 47,153 | $ 39,227 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 44,396 | $ 52,806 |
| 4 | 1 | Safe and Supportive School for All Students | No | $ 100,630 | $ 112,320 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | No | $ 58,052 | $ 47,692 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 5,250 | $ 2,755 |
| 5 | 1 | Engagement Opportunities for All Students | No | $ 266,734 | $ 563,337 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ 1,000 | $ 4,190 |

# 2021-22 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) |
|---|---|---|---|---|---|---|
| $ 665,092 | $ 639,209 | $ 670,652 | $ (31,444) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 62,870 | $ 156,907.01 | 0.00% | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 313,490 | $ 139,997.52 | 0.00% | 0.00% |
| 1 | 8 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 178,957 | $ 266,752.25 | 0.00% | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 44,396 | $ 51,434.84 | 0.00% | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 34,246 | $ 52,805.68 | 0.00% | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 5,250 | $ 2,755.13 | 0.00% | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ - | $ - | 0.00% | |

## 2021-22 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) |
|---|---|---|---|---|---|---|---|---|
| $ 3,265,538 | $ 665,092 | 0.00% | 20.37% | $ 670,652 | 0.00% | 20.54% | $0.00 - No Carryover | 0.00% - No Carryover |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2**: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## *Focus Goal(s)*

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## *Broad Goal*

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## *Maintenance of Progress Goal*

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### *Contributing Actions Annual Update Table*

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## *LCFF Carryover Table*

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# LCFF Budget Overview for Parents



Local Educational Agency (LEA) Name: Sweetwater Secondary School

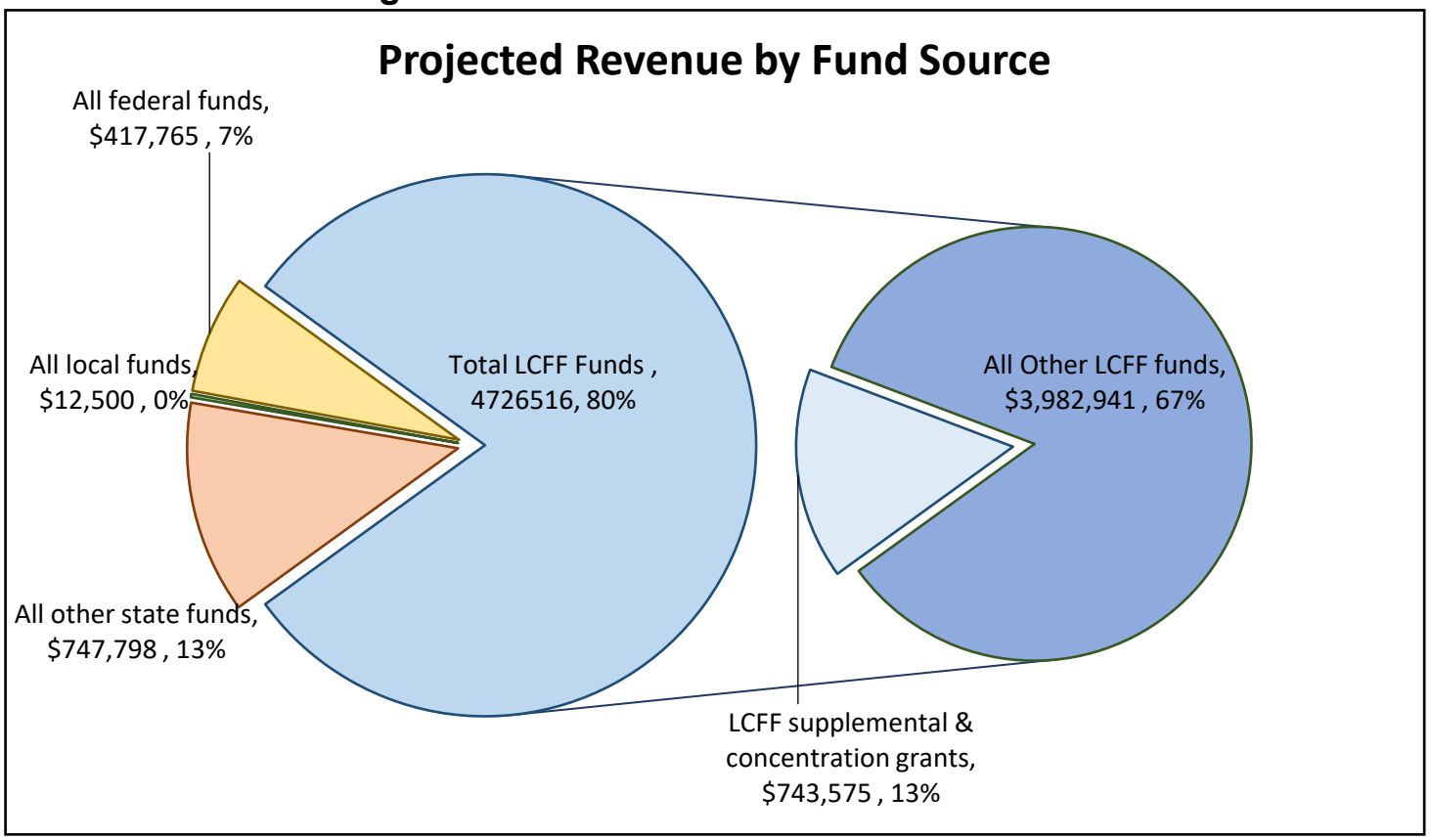
CDS Code: 37771070136473

School Year: 2022 – 23

LEA contact information: Allison Fleck, Phone: (858) 249-7019, Email: afleck@sweetwatersecondary.com

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 2022 – 23 School Year



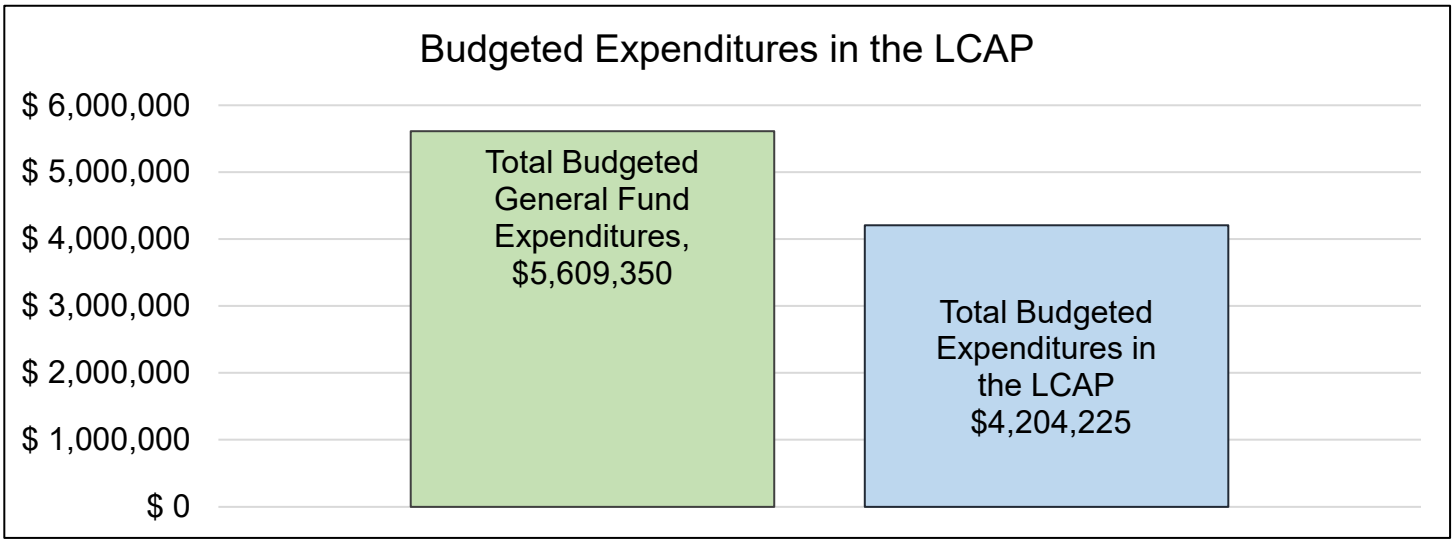

This chart shows the total general purpose revenue Sweetwater Secondary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sweetwater Secondary School is $5,904,579.00, of which $4,726,516.00 is Local Control Funding Formula (LCFF), $747,798.00 is other state funds, $12,500.00 is local funds, and $417,765.00 is federal funds. Of the $4,726,516.00 in LCFF Funds, $743,575.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents



The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Sweetwater Secondary School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sweetwater Secondary School plans to spend $5,609,350.05 for the 2022 – 23 school year. Of that amount, $4,204,225.00 is tied to actions/services in the LCAP and $1,405,125.05 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

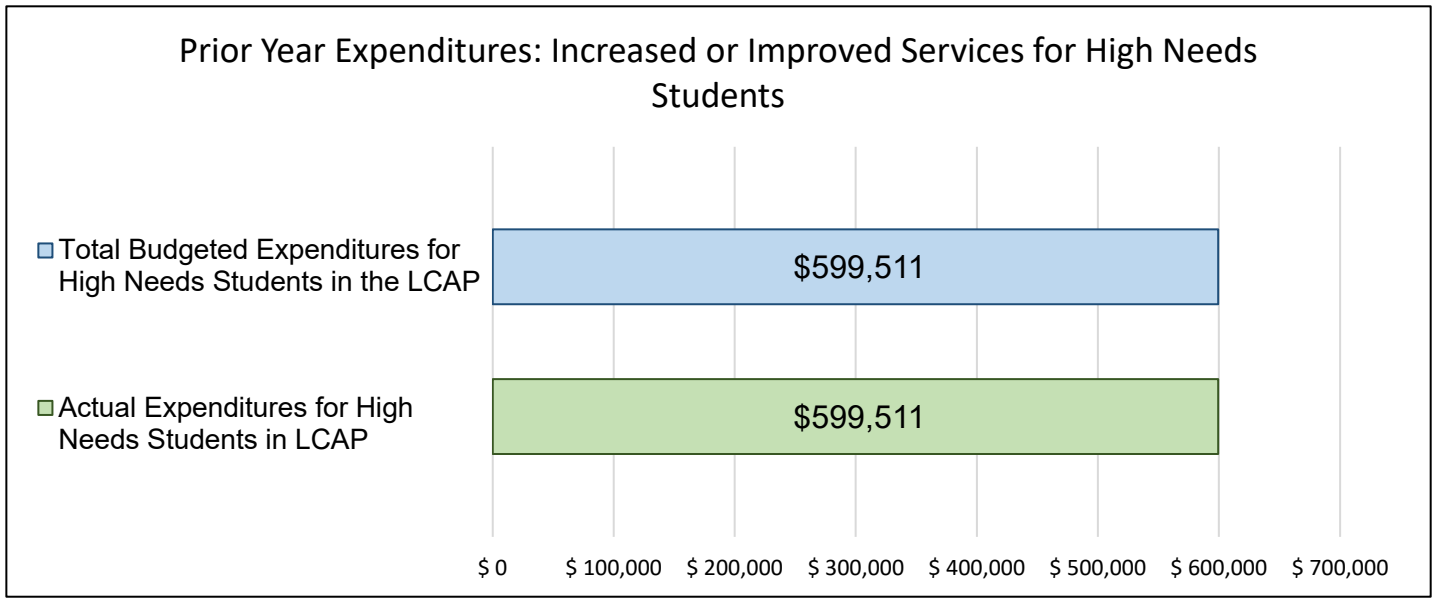
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are salaries of administrative staff, maintenance services, utilities, custodial, janitorial, depreciation, audit, legal and oversight fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Sweetwater Secondary School is projecting it will receive $743,575.00 based on the enrollment of foster youth, English learner, and low-income students. Sweetwater Secondary School must describe how it intends to increase or improve services for high needs students in the LCAP. Sweetwater Secondary School plans to spend $743,575.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22




This chart compares what Sweetwater Secondary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sweetwater Secondary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Sweetwater Secondary School's LCAP budgeted $599,511.00 for planned actions to increase or improve services for high needs students. Sweetwater Secondary School actually spent $599,511.00 for actions to increase or improve services for high needs students in 2021 – 22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Sweetwater Secondary School | Allison Fleck \| School Coordinator | Email: afleck@sweetwatersecondary.com<br>Phone: (858) 249-7019 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Sweetwater Secondary School (SSS) will receive additional funding from the 2021-22 Budget Act by receiving funds from the California Educator Effectiveness Grant, A-G Completion Improvement Grants, Dispute Prevention Grant and Learning Recovery Grant. These grants were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The California Educator Effectiveness Grant (CEEG) is a program that promotes educator equity, quality and effectiveness through professional learning. School staff was able to design and develop a CEEG Plan by conducting a needs assessment and collaborating with educational partners, including teachers, staff, administration, students, parents and community members. The School engaged educational partners in a variety of settings and methods, including but not limited to: LCAP Surveys, School Site Council Meetings, English Language Advisory Committee Meetings, School Instructional Meetings, Leadership Team Meetings, Altus University Trainings, Open House Events and Family Learning Series. Some of the following themes emerged from each educational partner group and contributed to the development of the CEEG Plan:

- School administrators express a need for ongoing professional learning that promotes equity and inclusion for a safe school climate while also increasing student achievement related to English Language Arts and Mathematics.
- Teachers and education specialists require professional learning to gain access to more instructional tools and curriculum resources to elevate learning for specific student groups, including students with disabilities, socio-economically disadvantaged students and English learners.

- Students and parents want access to certificated staff who can support their educational, social-emotional and mental health needs.

The CEEG Plan was presented and made available to educational partners at a public meeting on December 1, 2021. The CEEG Plan was board approved on December 9, 2021.

The A-G Completion Improvement Grant Program was established for the purpose of providing additional supports to local educational agencies to help increase the number of California high school pupils, particularly low-income students, foster youth and English Learners, who graduate from high school with A-G eligibility. SSS engaged educational partners, including teachers, staff, administrators, students, parents and community members to develop the A-G Completion Improvement Grant Plan. Meaningful feedback was collected through multiple collaborative settings and methods, including conversations, surveys, school events, meetings and trainings. Some of the most valuable feedback collected came from School Site Council Meetings conducted in January 2022. At this meeting, educational partners analyzed achievement gaps related to historical A-G completion rates, explored existing challenges, discussed potential solutions and ideal rates of growth. The following themes emerged from educational partners as new or improved programs and services the School could provide to improve A-G completion rates for All Students, but specifically underserved student groups:

- School administrators express a need for enhanced counseling services to improve the social-emotional and mental health of students – which can lead to improved academic performance and sustain a university going mindset for all students.
- Teachers and school staff want to provide additional and targeted academic tutorials for high school students that will increase engagement in the core curriculum and credit completion rates.
- Students and parents want additional informational and planning sessions focused on the benefits of completing high school with A-G eligibility.

The A-G Completion Improvement Grant Plan will be presented and made available to the school board and community for input at a regularly scheduled board meeting. After public input is taken into consideration and plan updates are made, the revised plan will be taken to the board for approval at a separate regularly scheduled board meeting prior to April 2022.

The Dispute Prevention Grant was established by Section 160 of Assembly Bill 130 and appropriated $100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs). The funding is to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

SSS belongs to the El Dorado County Office of Education SELPA which created a SELPA-level plan for all members. The plan includes activities focused on dispute prevention through trainings and workshops, parent outreach activities, translation of

resources, parent materials, and services to encourage parent outreach activities. SSS staff participated in a SELPA webinar held on September 9, 2021.

The Learning Recovery Grant was established by Section 161 of AB 130 (Chapter 44, Statutes of 2021) and appropriated $450,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPAs).

The funding is to provide learning recovery support. Specifically, this funding shall be expended by SELPAs and their member LEAs for purposes of providing learning recovery support to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID–19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. SSS worked closely with SELPA program specialist to create a Learning Recovery plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sweetwater Secondary School (SSS) is a single-school Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. SSS, like many other LEAs, using the additional Concentration Grant funding to increase staffing is a challenge this year. Schools overwhelmingly report difficulty in hiring staff to fill open positions for the 2021-22 school year. However, SSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The School’s Human Resources Department has utilized multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff. These hiring efforts are ongoing and will continue for the remainder of the school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Sweetwater Secondary School (SSS) received one-time federal funds from the Elementary and Secondary School Emergency Relief Funds (ESSER). This includes ESSER II and ESSER III funds which are intended to support recovery from the COVID-19 pandemic. From the onset of the COVID-19 emergency, SSS deployed a Family Needs Assessment Survey to all students and parents to gather information on overall health, mental health, academic, and physical needs. School staff, including school instructional leaders, counselors, social workers, and school nurses, followed-up with each family and provided resources and support based upon specific needs. Data collected in the Family Needs Assessment Survey also aided in the development of additional services, resources and employee trainings.

To close the digital divide, SSS deployed Chromebooks and internet data plans to families in need of home computing and internet

access. SSS commonly refers to this as the Altus Connect Program. Priority was given to Students with Disabilities to ensure access to Special Education services, and other underserved student groups to ensure equity and access to the full instructional program. SSS staff continue to check-in with families regarding home technology needs and can issue Chromebooks and/or internet hotspots as needed on an ongoing basis. By providing students with health support/services, access to distance learning tools/technology and ongoing academic instruction, SSS staff have been able to support each student's individual educational plan.

Students and families have been contacted directly by teachers, special education staff, counselors, and school instructional leaders in multiple formats including text messages, phone calls, emails, and virtual conferences. The school COVID-19 Safety Officer and Nurses have been available to provide support, community resources and guidance to students and parents. As school staff communicate with families, they document their conversations in the School's Student Information System (SIS). Staff use multiple collaborative settings such as Resource Center Meetings, Department Meetings, and Leadership Team Meetings to review intervention reports and discuss ongoing needs of students. While collaboration is focused on finding solutions to meet the needs of all students, there is an emphasis on reengaging and supporting the lowest-achieving students.

Students, parents, and family members have also participated in engagement events, including Virtual Parent Night, Senior Night, Family Learning Series, School Site Council, ELAC and College/Career Week. At each engagement event, educational partners share their experiences and provide input on existing programs and approaches. Educational partner feedback is collected, organized and analyzed by school leadership and aids in the development and/or adjustments of school plans, actions and services.

School employees have completed multiple surveys throughout the COVID-19 emergency, including the Employee Engagement Survey to gather information as to how the school can continue to provide a high-quality educational experience for students and families, in both virtual and in-person environments. Based upon employee feedback, the school has replaced and acquired new upgraded work tools, including Avaya Cloud and DocuSign. These new work tools ensure that all employees are equipped to do their job in an increasingly digital world while remaining compliant with Federal, State and local requirements.

Further input on the coordination and use of ESSER II funds was outlined in the School's Expanded Learning Opportunities (ELO) Grant Plan. The ELO Grant Plan was created with the focus of offering extended instructional learning time in a safe and supportive environment at our Resource Centers. It was presented, made available to the public and approved at a School Board Meeting on May 19, 2021. The ELO Grant Plan is available on the school website at https://sweetwatersecondarycharter.com/about-2/lcap/.

An ESSER III Expenditure Plan was developed to address academic, social, emotional and mental health needs of students, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The ESSER III Expenditure Plan was presented, made available to educational partners and approved at the October 26, 2021 School Board Meeting. The expenditure plan is available on the school website at https://sweetwatersecondarycharter.com/about-2/public-notices/.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The American Rescue Plan (ARP) provided SSS with additional Elementary and Secondary School Emergency federal relief dollars, more commonly referred to as ESSER III funds. The expenditure plan included strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and other uses.

A primary focus of providing continuous and safe in-person learning was keeping our Resource Centers open and available to students and staff. SSS was able to increase the frequency that each site is cleaned, disinfected and sanitized to help mitigate the spread of COVID-19. Each site has a 35-point cleaning plan that includes offices, conference rooms, instructional areas, restrooms and kitchen areas. Implementing and sustaining this level of cleanliness has been a success as demonstrated by not having to close any sites since fully reopening in May 2021.

Our executive safety committee and safety ambassadors at each site have worked closely to ensure all personal protective equipment and supplies are up to date and at appropriate stock levels. Through our own purchasing practices and supplies provided by the San Diego County Office of Education (SDCOE), we have not had PPE shortages. The executive safety committee addressed air quality concerns by looking at current resources and determining if any enhancements were necessary. Maintaining our current HVAC systems and increasing filter quality to MERV 8 or higher has been recommended for each site and SSS entered into quarterly maintenance agreements to regularly service these systems. To enhance the air quality of the HVAC system, air filters have been placed at all locations, including office spaces. These air filters scrub 700 square feet of air every 30 minutes, and each site will receive one or more filters based on their square footage. Supply was low for these items and so several purchases had to be made until we had the appropriate number of filters per site.

To address the loss of instructional time, SSS planned to add paraprofessional staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge. This action has been difficult to implement given the short supply of qualified labor and the general market of job seekers in the education industry. We have attended multiple job fairs, expanded online recruitment efforts across multiple platforms (EdJoin, LinkedIn) and dedicated human resources staff to recruit paraprofessionals. While some recruitment efforts have been successful, this remains an area of focus.

With an existing Altus Connect program that provides data-enabled Chromebooks to students, SSS was able to quickly expand this program at the start of the Coronavirus pandemic in 2020. Our ESSER III plan includes additional Chromebooks for students who enroll and replacement of damaged technology. As we are going into our second year of the pandemic, SSS has continued to struggle with the supply chain constraints on sourcing laptops for students. Even through strong strategic planning and close monitoring of student needs, delivery lead times continue to grow and the ability to provide units upon enrollment is a challenge.

To further reduce infections, we explored contactless enrollment options by incorporating an e-signature platform into our enrollment process with our student service center. This provides a means for our incoming students and families to effortlessly access enrollment forms on any device, including their smart phones, review the documents and provide their signature without having to deliver any documents in-person. This enrollment process improvement has been well received by our incoming students and families, which we see in their survey responses that are provided to every enrolled student. The program has been so successful that we are exploring its use for other departments.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

SSS has continued to responsibly utilize its fiscal resources in the 2021-22 school year to provide the necessary resources, supplies and services to our program. All employees are provided with training and updates to implement mitigation factors, like staying home when experiencing symptoms of COVID-19. SSS recognized the need to be flexible to unplanned interruptions in our working environments, whether it be a teacher, counselor, enrollment clerk, or back-office staff. Our collaboration, knowledge and management systems allowed us to quickly evaluate the needs of our students and staff and respond appropriately. SSS invested in technologies that allow staff to seamlessly transition their work from an office setting to their home and back again. In addition to providing the hardware necessary to enable remote work, investments in technology infrastructure have provided efficient and effective means to access instructional materials and data needed for business operations through a cloud environment.

Our health department, human resources and executive safety committee have worked closely to ensure resources for COVID testing, vaccines and PPE are given to students, families and employees. As described in the previous prompt, fiscal resources have been deployed to meet the needs identified in our Safe Return to In-Person Instruction plan, and ongoing mitigation efforts to slow/stop the spread of the coronavirus. We also provide a series of live, interactive, video broadcasts for students called Resilience in Students and Education (RISE) to ensure that mental health awareness and wellness is supported. RISE addresses students' Social and Emotional Learning impacted by COVID-19 and developmental needs such as self-awareness, self-management, social awareness, relationship, and responsibility skills.

SSS has hired an Equity and Inclusion Officer to collaborate with instructional staff, to identify potential student needs, and coordinate services and resources to aid students and family members. A Healthy Youth Therapist was also hired to provide counseling services and facilitate student and family referrals. Most importantly, SSS continues to be committed to providing all students with a high-quality education that meets their individual learning needs and prepares them for college/career pathways.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| **Sweetwater Secondary School** | **Allison Fleck**<br>School Coordinator | afleck@sweetwatersecondary.com<br>(858) 249-7019 |

# Plan Summary: 2022-23

## General Information

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

In 2017, Sweetwater Secondary School (SSS) was established by the State Board of Education as a free public-school option serving students in grades 7-12. SSS is an academic intervention alternative centered on student motivation. It is our goal to place each student on a pathway to success.

**SSS received a Six-Year Accreditation Status by WASC through June 30, 2026**. SSS operates four neighborhood resource centers in Chula Vista, Bonita (2 locations) and Otay Ranch. Students and families visit these neighborhood resource centers by appointment, or as needed, to participate in the instructional program and meet with school staff in a quiet, distraction-free and safe environment. SSS is a non-classroom based, independent study program.

SSS is part of Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform. At SSS, every student's progress and academic achievement is important to us.

Our teachers are committed to providing a personalized and rigorous academic experience for each student. Teachers are trained to work on specific student needs. We ask that students and parents commit to working closely with our teachers. Teachers are actively involved with students and families, engaging with parents on a weekly basis through formal meetings, home visits, phone calls, and emails. Families are considered part of the learning 'team' and an integral part of the learning process.

Our school's standards and expectations are high, and we are proud to offer safe and supportive environments that are conducive to learning. Instruction is presented individually and in small groups. Courses at SSS are based on Common Core State Standards and are infused with appropriate technology-based activities and assignments. We provide the best available materials and a school culture that is positive, supportive, and committed to putting kids first. In addition to providing a rigorous, personalized academic experience, SSS works to

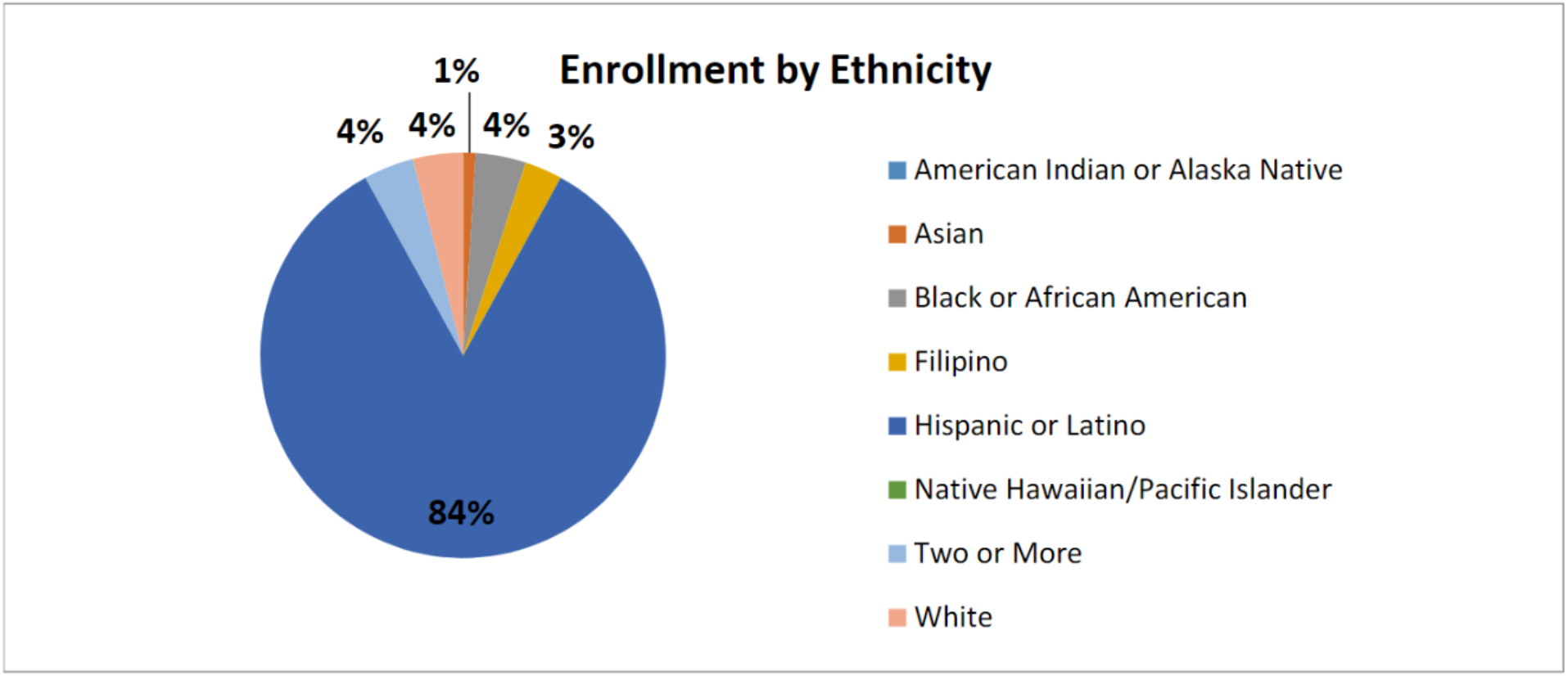
alleviate social and personal pressures that can impact academic performance.  We also have many partnerships and alliances to provide community resources to students and families.

**SSS is identified by the California Department of Education (CDE) as Dashboard Alternative School Status (DASS)**. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. The high-risk groups include the following:

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

In April 2022, SSS had a total enrollment of 395 students. Of these 395 students, 70% were Socioeconomically Disadvantaged, 19% were Students with Disabilities, 10% were GATE, 17% were English Learners, 4% were Homeless, and 0.0% were Foster Youth.

In addition, of these 395 students, 84% were Hispanic, 4% were White and 4% Black or African American. 8% of students were other ethnicities. See the Enrollment by Ethnicity graphic pie chart below.




## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

SSS's educational partners continue to be satisfied with the progress on meeting LCAP Goals, state/local priorities and the commitment to providing a personalized plan for all students. This personalized approach is the school's key instructional process, known as the **Pathways Personalized Education Plan (PPEP)**. Throughout the COVID-19 pandemic, a PPEP has been collaboratively created, monitored and adjusted for all students to help them meet their academic goals. By surveying and talking with students and families upon enrollment, we know that the majority seek enrollment at SSS because traditional educational models have failed them and they want an innovative approach that will allow them to 'catch up' on credits, increase academic proficiency in ELA and Mathematics and graduate on-time with their

cohort.

Along with the PPEP, the school's Instructional Plan utilizes a systematic and collaborative approach to increase student outcomes: Instruction, Equity/Inclusion, Curriculum, Data/Assessment and Professional Learning. Educational partners believe that the school's systems and structures have supported student engagement and elevated academic achievement despite the COVID-19 pandemic which has disrupted the lives of staff, students and family members since March 2020.

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the California Department of Education (CDE) web site if they were determined to be valid and reliable. SSS's One-Year Graduation Rate for 2021 was made available. **The Graduation Rate for All Students was 84%**. This is a 7% improvement from the prior school year which was 77%. Educational partners are thrilled with this positive year-over-year growth and believe that the school is capable of maintaining this high graduation rate. The actions the school has implemented to increase academic engagement for high school students will continue to be implemented for the 2022-23 school year to ensure that students graduate on-time and are ready for a successful transition to college/career pathways.

SSS educational partners are proud of the 2021-22 academic achievement results, specifically the percentage of students who met their individual NWEA Growth Targets in English Language Arts and Mathematics in spring 2022:

- 68% of students tested met their NWEA Reading Growth Target
- 67% of students tested met their NWEA Language Growth Target
- 65% of students tested met their NWEA Math Growth Target

Educational partners continue to be satisfied with the strong **School-to-Home Partnership** that has remained intact throughout the COVID-19 pandemic. Based upon Student and Parent LCAP Engagement Surveys, it is evident that the educational program is meeting the unique needs of students and families. Some of the key survey findings are provided below (survey results as of April 2022):

Educational Program

- 98% of students report high levels of satisfaction with the school
- 96% of parents report high levels of satisfaction with the school

**School Safety**

- 96% of students report high levels of school safety satisfaction
- 98% of parents and family members report high levels of school safety satisfaction

Lastly, educational partners believe that the school has successfully maintained student engagement throughout the COVID-19 pandemic by providing students with innovative and high-quality instructional formats, including one-one-one academic tutoring, small group instruction, virtual or in-person access to instructional staff. Instructional staff have stayed in regular contact with students and family members by utilizing a variety of communication methods, including virtual conferences, secure text messages, emails, phone calls, and home visits. **As of April 2022, SSS's cumulative Participation Rate for the school year is 90.8%**. In addition, significant student groups, including Hispanic or Latino, White, Black or African American, Students with Disabilities, English Learner, and Socioeconomically Disadvantaged are all exceeding the school's locally set target of 84%. The academic support and engagement methods utilized by instructional staff this year, will continue to be implemented for 2022-23 while also enhancing these approaches to meet the needs of all students, particularly the lowest performing student groups.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 Dashboard. The 2019 Dashboard is the most recent and complete. According to the 2019 Dashboard, the school's **Chronic Absenteeism** rate for all Students (grades 7-8) was 14.5%. This is a Yellow performance rating. There were two student groups that received a Yellow performance rating: Hispanic and Socioeconomically Disadvantaged. Since 2019, school staff have focused on reducing Chronic Absenteeism for all students by enhancing the MTSS Framework and real-time monitoring and response systems. The school had a state-released Chronic Absenteeism rate of 11.4% in 2021. Educational partners are satisfied with the strategies and actions related to improving student engagement and believe that the school will continue to demonstrate improvement in this area. As a result, the school projects to have a schoolwide Chronic Absenteeism rate of less than 10% for the 2021-22 school year.

In 2019, the schoolwide **Graduation Rate** was 74.5%, which is a Green performance rating. There were two student groups that received a Green rating: Hispanic and Socioeconomically Disadvantaged. Since 2019, the school has improved the Graduation Rate for All Students and numerically significant student groups, as demonstrated in the chart below:

## Graduation Rate by Student Group

| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Graduation Rate |
|---|---|---|---|
| All Students | 106 | 89 | 84.0% |
| English Learners | 11 | 10 | 90.9% |
| Foster Youth | 1 | * | * |
| Homeless | 8 | * | * |
| Socioeconomically Disadvantaged | 76 | 62 | 81.6% |
| Students with Disabilities | 18 | 14 | 77.8% |
| African American | 2 | * | * |
| American Indian or Alaska Native | 1 | * | * |
| Filipino | 4 | * | * |
| Hispanic | 85 | 71 | 83.5% |
| Native Hawaiian or Pacific Islander | 1 | * | * |
| White | 4 | * | * |
| Two or More Races | 6 | * | * |

SSS was able to successfully graduate 89 students during the 2020-21 school year, which is considered an 84% Graduation Rate. While the school is satisfied with the continued growth in this indicator, staff will remain focusing on closing performance gaps for Socioeconomically Disadvantaged Students and Students with Disabilities. In order to increase performance of these specific student groups, the school will implement these key instructional services and programs: 1) Increase academic tutoring opportunities focused on ELA and Math course completion, 2) Enhance the graduation rate monitoring system that strategically identifies low performing student groups throughout the school year, 3) Provide targeted counseling and intervention, and 4) Remove potential learning barriers by providing students with home technology, bus passes and a meal program.

Based upon the 2019 Dashboard, 51.2% of ELs are making progress towards **English language proficiency** or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC). The school did not receive a Performance Color for this indicator. Educational partners believe that by implementing both Integrated and Designated ELD programs, a Medium progress level can be maintained (greater than 45%). The school successfully administered the Summative ELPAC to English learner students in spring 2022 and are awaiting results.

According to the 2019 Dashboard, 5.3% of SSS graduates met the prepared criteria for **College/Career**. The school received a Red performance rating for this indicator. And the following student groups received a Red rating: Hispanic and Socioeconomically Disadvantaged. Educational partners believe that this academic performance indicator will continue to be a challenge for the school because the average length of student enrollment is 12-18 months. In addition, many students enroll in SSS during their junior or senior year of high school and upon enrollment they are not on-track to meet the College/Career prepared criteria. School groups have determined that College/Career will be an area of focus and that there are opportunities to expand student participation in CTE Pathways, Early College Credit Programs and Leadership/Military Science courses. School counselors will provide counseling sessions focused on creating a College/Career plan for all students, along with ongoing monitoring and management.

In 2019, All Students who completed the **Smarter Balanced ELA Summative Assessment** scored 3.2 points below standard. The school received a Yellow performance rating for this indicator. There were no student groups that received a Red or Orange performance rating. Educational partners report satisfaction with the 8.8 point improvement from the prior year for All Students. SSS administered the CAASPP in 2021 and 60% of students met or exceeded standard in ELA. Educational partners report satisfaction with the 11.8% from the prior year when 48.2% of students met or exceeded standard in ELA. CAASPP was administered to students from May-June 2022 and results will be available after July 2022.

In 2019, All Students who completed the **Smarter Balanced Mathematics Summative Assessment** scored 95.7 points below standard. The school received an Orange performance rating for this indicator. The Hispanic student group received a Yellow performance rating. In 2021, SSS administered the CAASPP and 22.5% of students met or exceeded the standard in Mathematics. Educational partners were satisfied with this 6.2% improvement from 2019 when 16.3% of students met or exceeded standard in Mathematics. Educational partners state that math achievement continues to be a critical area of need. The school will continue to refine and implement a systematic approach of curriculum, instruction, and professional learning to improve mathematics achievement for All Students and significant student groups. Furthermore, the school will continue to administer Interim Assessments to students to provide testing practice opportunities for students and obtain performance data that instructional staff can use to provide intensive academic intervention to those students who are at-risk of not meeting grade level standards.

According to the 2019 Dashboard, the school received a Blue performance rating for **Suspension Rate**. Educational partners continue to report that they are satisfied with school safety. Due to the instructional design and approach, which is committed to small group learning, mitigates potential behavior and conflict. For the 2021-22 school year, there have been to student suspensions or expulsions.

Educational partners believe that professional learning is key to continued success on Dashboard indicators. Therefore, the school's Professional Learning System, Altus University, will provide instructional staff with specialized trainings focused on increasing engagement and achievement for specific student groups, including AVID, the Early College Credit Program, Trauma Informed Practices for Schools (TIPS), Youth Mental Health First Aid (YMHFA), Leading Edge Certification (LEC), and Writing Redesigned for Innovative Teaching and Equity (WRITE). The school remains committed to engaging and educating parents and family members through the Family Learning Series, which also serves as the school's Parent Advisory Committee (PAC). The Family Learning Series will be a series of trainings led by school staff focused on providing parents and family members with information, training and collaboration opportunities related to academics, physical health, social-emotional, and behavior.

The school's Equity and Inclusion staff will collaborate regularly with school leadership, teachers, education specialists, counselors, and school nurses to discuss the unique needs of student groups and explore potential solutions. Equity and Inclusion staff will work on expanding the School's Multi-Tiered System of Supports (MTSS) by establishing partnerships with community-based organization that can provide additional academic, mental health and behavioral services to students and family members.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 LCAP highlights the school's priority to transform student lives and ensure equity and access. The development of the LCAP aligns to the school's Strategic Planning Process. Educational partner input is analyzed, along with student demographics and achievement data in order to identify program goals, metrics, and actions that will ensure all students are meeting rigorous academic standards.

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

**Key Actions and Services for <u>All Students:</u>**

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan (PPEP)
- Multi-Tiered System of Supports (MTSS)

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Equity and Inclusion Program
- English Learner Achievement Department (ELAD)

- Additional Math and ELA tutoring opportunities focused on increasing student engagement and credit completion

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

**Key Actions and Services for <u>All Students:</u>**

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP courses
- High quality and relevant CTE Pathways
- Early College Credit Program

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Connect Program: Chromebooks and internet data plans for students to use at home
- Instructional and curriculum enhancement tools: Achieve3000 and BrainPOP ESL
- Edgenuity MyPath Individual Learning Plans

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

**Key Actions and Services for <u>All Students:</u>**

- Altus University, professional learning system
- Leading Edge Certification, a national certification for educational technology
- Leadership development: Executive Studies and Fellows Program
- CTE and Early College Credit Program professional learning
- Youth Mental Health First Aid
- ALICE Training: responding to a violent critical incident

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Math Specialist to provide support and coaching for instructional staff
- Writing Redesigned for Innovative Teaching Equity (WRITE)
- English Learner Achievement Department (ELAD) trainings
- Trauma Informed Practices for Schools (TIPS)

- Advancement Via Individual Determination (AVID)

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

**Key Actions and Services for <u>All Students:</u>**

- Executive School Safety Committee
- School Safety Plan
- Designated Safety Ambassadors at each resource center
- Healthy Youth Department
- Character and Leadership Development with Cadet Corps

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Mental health counseling and services
- Resilience in Student Education (RISE) series
- Nutrition program at all school sites
- Homeless and Foster Youth Liaison

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

**Key Actions and Services for <u>All Students:</u>**

- Student and parent engagement activities, including College/Career Week, Alumni Community, Open House and Senior Night Events
- Family Learning Series, education and collaboration opportunities for parents and family members
- ParentSquare, a united and secure school communication platform
- Innovative and technology enhanced resource centers

**Targeted Actions for English Learners, Low Income Students and Foster Youth:**

- Interactive and engaging English Learners Advisory Committee (ELAC)
- Bus Pass Program

# 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.

SSS is not eligible for CSI.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SSS is not eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

SSS is not eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school regularly consults with educational partners throughout the school year to understand the academic, social-emotional and physical needs of students and families. The school utilizes multiple methods to conduct **meaningful engagement**, including school events, trainings, meetings, committees and surveys. Additionally, the school's educational model is centered on a strong school-to-home partnership. This partnership allows school staff to consult with students, parents and family members on a regular basis to discuss individual needs. All information received from educational partners is organized and analyzed to determine if existing programs and services are effective in meeting the needs of the school community and if new approaches are needed.

**The school has partnered with educational partners to develop the 2022-23 LCAP** which is focused on improving student outcomes and closing achievement gaps for underserved student groups. Educational partners have contributed to the LCAP development in several important ways: 1) Identification and refinement of needs based on data analysis, 2) creation of goals, 3) establishment of metrics, 4) designation of actions/activities, and 5) resource allocation. The following educational partner groups have contributed to the development of the LCAP with the corresponding methods:

**Board of Directors and Community**
Date: July 29, 2021
Involvement Method: Board Meeting

**School Leadership Team**
Date: August 2-6, 2021
Involvement Method: Annual Strategic Planning

**Parents and Family Members**
Dates: August 10-12, August 18, October 6, September 15, October 20, November 10, February 4, March 1, April 19, June 1
Involvement Method: Family Learning Series (Parent Advisory Committee)

**Board of Directors and Community**
Date: August 24, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: September 9, 2021
Involvement Method: Board Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: August 26-27
Involvement Method: Annual Instruction, Curriculum and Accountability Symposium

**Students, Parents and Family Members**
Date: October 4-29, 2021
Involvement Method: School Open House Events

**Board of Directors and Community**
Date: October 20, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: October 27, 2021
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: October 29, 2021
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: November 9, 2021
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: November 15, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 1, 2021
Involvement Method: Board Meeting

**Board of Directors and Community**
Date: December 9, 2021
Involvement Method: Board Meeting

**Students, Parents, Teachers and Staff**
Date: January 5, 2022
Involvement Method: School Site Council Meeting

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: January 28, 2022
Involvement Method: Instructional Meeting

**School Leadership Team**
Date: February 1-3, 2022
Involvement Method: Mid-Year Strategic Planning

**Board of Directors and Community**
Date: February 16, 2022
Involvement Method: Board Meeting

**Students, Parents and Family Members**
Date: March 7-25, 2022
Involvement Method: Senior Night Events

**Teachers, Education Specialists, Counselors and CTRs**
Date: March 11, 2022
Involvement Method: Instructional Meeting

**Parents of English Learner Students**
Date: May 12, 2022
Involvement Method: English Learners Advisory Committee

**Board of Directors and Community**
Date: March 18, 2022
Involvement Method: Board Meeting

**El Dorado Charter SELPA**
Date: May 10, 2022
Involvement Method: Professional Development and Support for Special Education Program

**Administrators, Teachers, Education Specialists, CTRs and Counselors**
Date: May 20, 2022
Involvement Method: Instructional Meeting

**Board of Directors and Community**
Date: June 24, 2022
Involvement: Regular Board Meeting

The school's 2022-23 LCAP was presented to the community at a public hearing of the school's governing board. The agenda was posted at least 72 hours prior to the public hearing and was made available for public inspection.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is an ongoing and sustained process focused on designing an educational program to meet student and community needs to ensure opportunities and outcomes are improved for all students. Information collected is used in the school's comprehensive strategic planning, accountability and improvement in areas specified as California State Priorities. A summary of the input collected from each school community group is provided below, along with how it relates to development of the 2022-23 LCAP.

**Students:**

- Access to safe and supportive in-person school locations that are quiet and distraction free.
- A broad course of study, which includes engaging and relevant instructional materials and curriculum.
- Teachers who are available to answer questions, set high academic expectations for students and keep them on-track to advance grade level or meet graduation requirements.
- Multiple pathways to complete high school graduation requirements: Option #1, Option #2, CHSPE, GED and HiSET.
- Information, support and planning related to post-high school pathways: community college, university, military and career.

**Parents and Family Members:**

- Highly trained teachers that can provide a personalized educational plan that prepares students for college/career pathways.

- Safe and supportive resource centers that student can access throughout the school week to receive academic tutoring, interact with peers and meet with support staff.
- Supplemental math tutoring to build foundational skills and increase credit completion.
- Provide Chromebooks and internet data plans to students in need of home technology.

**Parents of English Learners, including English Learner Parent Advisory Committee:**

- Ongoing utilization of Achieve3000 and BrainPop to increase student reading skills and build content knowledge.
- Translated school materials and availability of interpreters for calls and meetings.
- Share more strategies, resources and tools for parents to support learning at home.
- Additional one-on-one tutoring opportunities.
- Specialized instructional videos designed to be more engaging and accessible by English Learner students with an IEP.

**Teachers:**

- Additional instructional support staff to help meet the academic needs of students and support the instructional program.
- Continue to offer virtual professional development and meetings through Microsoft Teams, which will reduce teacher travel time.
- Professional development focused on identification/response to signs and symptoms of mental health challenges.
- Expanded professional development on how to respond to a violent incident, including active shooter.
- Resource centers designed to mitigate potential safety issues, including automatic locking doors, reinforced glass windows and other exterior precautions.
- Enhanced communication system that school leaders can use to push-out school information to students, parents and family members.

**Education Specialists, Special Education Staff and SELPA Administrator:**

- Frequent collaboration opportunities with general education staff, focused on increasing student engagement and achievement of pupils with exceptional needs.
- Additional special education support staff to assist education specialists with organization, scheduling and administrative tasks.
- Professional development and support related to Special Education compliance, assessment, differentiating instruction and case management best practices.
- Student engagement and achievement data which is disaggregated by Students with Disabilities, to utilize in Professional Learning Communities.
- Private office space for confidential IEP meetings.

**Administrators:**

- Teaching and learning environment that is in good repair, clean and safe for all educational partners.
- Additional instructional support staff to provide targeted tutoring to students in one-one-one and small group settings, primarily focused on Mathematics and ELA.
- Chromebooks and internet data plans for students in need of home technology to access the full curriculum and participate in online instruction.
- Utilize Ellevation to inform the instructional planning process for English learner students.
- A professional learning system focused on standards-based instruction, implementation of ELD and responding to social-emotional and mental health needs of students.
- Market and recruit more students to participate in programs focused on college/career readiness, including Early College Credit, CTE Pathways, AVID and California Cadet Corps.
- Implement strategies focused on increasing the number of graduates who complete UC a-g requirements.
- Recruit more parents and family members to participate in school events, including Family Learning Series.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

It is evident that educational partners are satisfied with many of the existing actions designed to support student engagement and achievement for all students, and students of underserved groups. For that reason, the school will maintain five LCAP goals for the 2022-23 school year. These five goals address the instructional approach, curriculum, professional development system, school safety/climate and family engagement. Each LCAP goal, along with their corresponding metrics are aligned to state and local priorities. Metrics included in the 2022-23 LCAP are focused on Status and Change, similar to the California School Dashboard's Five-by-Five Placement approach. There are some metrics that use a locally set target based upon historical outcomes or may be appropriate for a school that serves a high-risk student population (DASS).

Based upon information collected from students, the school will maintain or expand the existing list of CTE Pathways and Early College Credit partnerships to provide a broad and rigorous course of study while preparing students for post-high school pathways. In addition, there are additional strategies incorporated into Goal 2 focused on providing students with additional counseling services to support and plan for post-high school pathways.

In order to continue to meet the key requirements of parents and family members, the school will issue Chromebooks and internet data plans to households in need of home technology as outlined in Goal 2 actions. This is the school's connect program and it is managed by the school's Equity and Inclusion Department which is focused on increasing opportunities for all students to succeed. In addition, parents and family members require additional tutoring opportunities for their students – particularly focused in Mathematics and ELA. Therefore, the school incorporated actions/strategies to both acquire additional instructional support staff that can provide small group tutoring and maintain a partnership with a local non-profit tutoring organization that can provide academic coaches.

Parents of English Learners express a need for translated school materials, including flyers, progress reports and presentation materials. Therefore, there are specific actions included in Goal 5 focused on prioritizing school resources and personnel to translate school materials and serve as translators when needed. Parents of English leaners students require engaging and specialized instructional materials and videos to teach core content. As a result, there are several Goal 2 actions committed to prioritizing the need for a variety of instructional and curriculum enhancement tools, including Achieve3000 and Brain POP ESL.

Teachers continue to express a need for additional instructional staff, particularly Certificated Teacher Resources (CTR), that can support the instructional program. The school has included actions in Goal 1 for Human Resources to recruit, hire and assign 1-2 CTRs at each school site that can provide additional and targeted tutoring opportunities for students of underserved student groups, assist in grading student work and supervision. Teachers continue to express a need for meetings and professional learning to be facilitated online through Microsoft Teams. As a result, the school has designed actions in Goal 3 focused on providing virtual and on-demand training opportunities for school staff.

Similar to general education teachers, Special Education staff require professional learning opportunities offered through a virtual platform.

Special Education staff want specialized training related to IEP compliance, assessments and differentiating instruction. Thus, the school has designed a new action related to this need in Goal 3.,

Administrators report a strong need for increasing student participation in programs designed to prepare students for college/career pathways. These college/career programs include CTE, Early College Credit, Advanced Placement (AP) and Leadership Development with California Cadet Corps. As a result, the school has enhanced actions in Goal 2 designed to increase student, parent and family members awareness of existing college/career readiness programs. Moreover, the school will prioritize resources, such as counseling personnel to lead workshops and training focused on the benefits of CTE, Early College Credit and AP through the Family Learning Series. Lastly, in order to support teachers in their instructional planning for English learners, the school will expand implementation of Ellevation for the 2022-23 school year. Specific actions related to Ellevation have been incorporated into Goal 1.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

SSS is an academic intervention program uniquely designed to support students experiencing educational difficulties for a variety of reasons. Historically, students enroll at SSS credit deficient and below grade level in Reading, Language, and Mathematics skills, as measured by NWEA. Therefore, SSS is committed to developing and implementing a Pathways Personalized Education Plan for all students with the objective to accelerate student learning for those behind grade level in academic skills while helping them meet their individual educational goals and be college/career ready.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of teachers are fully credentialed and appropriately assigned | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of teachers are fully credentialed and appropriately assigned |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br><u>One-Year DASS Graduation Rate</u>:<br>Greater than 80% Status Level or increase 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr>
<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>
Note: An asterisk (*) indicates that the school group consists of less than 11 students, the minimum size for reporting
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>84.6%</td></tr>
<tr><td>Hispanic</td><td>81%</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>91.8%</td></tr>
<tr><td>SWD</td><td>100%</td></tr>
</table>
Note: Projected results as of January 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</td>
</tr>
<tr>
<td>Pupil Engagement<br><u>Chronic Absenteeism</u>:<br>Less than 10% Status Level or improve 3% from prior year for All Students and Student Groups</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>11.4%</td></tr>
<tr><td>Hispanic</td><td>15%</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>16.7%</td></tr>
<tr><td>SED</td><td>16.7%</td></tr>
<tr><td>SWD</td><td>15.8%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<tr><td>Schoolwide</td><td>7%</td></tr>
<tr><td>Hispanic</td><td>5.9%</td></tr>
<tr><td>White</td><td>*</td></tr>
<tr><td>African American</td><td>*</td></tr>
<tr><td>2+ Races</td><td>N/A</td></tr>
<tr><td>EL</td><td>9.1%</td></tr>
<tr><td>SED</td><td>8%</td></tr>
<tr><td>SWD</td><td>10%</td></tr>
</table>
Note: Projected results as of April 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td><10%</td></tr>
<tr><td>Hispanic</td><td><10%</td></tr>
<tr><td>White</td><td><10%</td></tr>
<tr><td>African American</td><td><10%</td></tr>
<tr><td>2+ Races</td><td><10%</td></tr>
<tr><td>EL</td><td><10%</td></tr>
<tr><td>SED</td><td><10%</td></tr>
<tr><td>SWD</td><td><10%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced ELA Summative Assessments:<br>Average Distance from Standard is greater than -0.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-3.2</td></tr><tr><td>Hispanic</td><td>-4.4</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>*</td></tr><tr><td>EL</td><td>-30.9</td></tr><tr><td>SED</td><td>-3.5</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-0.1</td></tr><tr><td>Hispanic</td><td>>-0.1</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>>-21.9</td></tr><tr><td>SED</td><td>>-0.1</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Smarter Balanced Mathematics Summative Assessments:<br>Average Distance from Standard is greater than -60.1 or increase by 3 points from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2018-19 Source: CA School Dashboard</th></tr><tr><td>Schoolwide</td><td>-95.7</td></tr><tr><td>Hispanic</td><td>-96.8</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>*</td></tr><tr><td>EL</td><td>-95.1</td></tr><tr><td>SED</td><td>-94.5</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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>Note: SBA administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>-86.7</td></tr><tr><td>Hispanic</td><td>>-87.8</td></tr><tr><td>White</td><td>*</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>*</td></tr><tr><td>EL</td><td>>-86.1</td></tr><tr><td>SED</td><td>>-85.5</td></tr><tr><td>SWD</td><td>*</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Pupil Achievement**<br>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**<br>ELA: 67.57%<br>Mathematics: 16.21% | **2021-22: Projected**<br>ELA: Not Available<br>Mathematics: Not Available<br>**Note:** SBA administration is from May to June 2022 | | | **Desired Outcome for 2023-24**<br>ELA: >67.57%<br>Mathematics: >16.21% |
| **Pupil Achievement**<br><u>English Learner Progress Indicator</u>:<br>More than 45% of English Learners are making progress towards English Language proficiency | **2018-19 Source: CA School Dashboard**<br>English Learners: 51.2% | **2021-22: Projected**<br>English Learners: Not available<br>**Note:** ELPAC administration is from February to May 2022 | | | **Desired Outcome for 2023-24**<br>English Learners: >45% |
| **Pupil Achievement**<br><u>English Learner Reclassification Rate</u>:<br>Improve the percentage of English Learners who are reclassified as English Proficient – exceed County or State Total | **2019-20 Source: DataQuest**<br>SSS Total: 19%<br>San Diego County Total: 14.7%<br>State Total: 13.8% | **2021-22: Projected**<br>SSS Reclassification Rate: Not available<br>**Note:** Data will be available after June 2022 | | | **Desired Outcome for 2023-24**<br>SSS Reclassification Rate: >13.8% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Reading growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>87%</td></tr><tr><td>Hispanic</td><td>88%</td></tr><tr><td>White</td><td>75%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>83%</td></tr><tr><td>SED</td><td>84%</td></tr><tr><td>SWD</td><td>85%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>68%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Language growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>82%</td></tr><tr><td>Hispanic</td><td>84%</td></tr><tr><td>White</td><td>100%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>74%</td></tr><tr><td>SED</td><td>80</td></tr><tr><td>SWD</td><td>73%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>67%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Measures of Academic Progress by NWEA:<br>More than 60% of All Students and Student Groups will meet their annual Mathematics growth target</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>77%</td></tr><tr><td>Hispanic</td><td>73%</td></tr><tr><td>White</td><td>100%</td></tr><tr><td>African American</td><td>*</td></tr><tr><td>2+ Races</td><td>N/A</td></tr><tr><td>EL</td><td>65%</td></tr><tr><td>SED</td><td>77%</td></tr><tr><td>SWD</td><td>76%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>65%</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><br>Note: Student group data will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>60%</td></tr><tr><td>Hispanic</td><td>>60%</td></tr><tr><td>White</td><td>>60%</td></tr><tr><td>African American</td><td>>60%</td></tr><tr><td>2+ Races</td><td>>60%</td></tr><tr><td>EL</td><td>>60%</td></tr><tr><td>SED</td><td>>60%</td></tr><tr><td>SWD</td><td>>60%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>California Science Test:<br>Improve the annual percentage of All Students and Student Groups scoring proficient</td>
<td><table><tr><th colspan="2">2018-19 Source: DataQuest</th></tr><tr><td>Schoolwide</td><td>15.31%</td></tr><tr><td>Hispanic</td><td>13.09%</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>5%</td></tr><tr><td>SED</td><td>19.12%</td></tr><tr><td>SWD</td><td>0%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: CAST administration is from May to June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>15.31%</td></tr><tr><td>Hispanic</td><td>>13.09%</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>>5%</td></tr><tr><td>SED</td><td>>19.12%</td></tr><tr><td>SWD</td><td>>0%</td></tr></table></td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Engagement<br><br>Cumulative <u>Student Participation/Attendance Rate:</u><br><br>Exceed 84% or improve 3% from prior year for All Students and Student Groups</td>
<td><table><tr><th colspan="2">2020-21 Source: Local Reporting</th></tr><tr><td>Schoolwide</td><td>88%</td></tr><tr><td>Hispanic</td><td>87.8%</td></tr><tr><td>White</td><td>89%</td></tr><tr><td>African American</td><td>94.9%</td></tr><tr><td>EL</td><td>82.7%</td></tr><tr><td>SED</td><td>85.2%</td></tr><tr><td>SWD</td><td>78.6%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr><tr><td>Homeless</td><td>79.8%</td></tr><tr><td>Cadet Corps</td><td>96.7%</td></tr><tr><td>Pregnant/Parent</td><td>49.4%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Schoolwide</td><td>90.8%</td></tr><tr><td>Hispanic</td><td>90.7%</td></tr><tr><td>White</td><td>96%</td></tr><tr><td>African American</td><td>95.4%</td></tr><tr><td>EL</td><td>88.7%</td></tr><tr><td>SED</td><td>89.9%</td></tr><tr><td>SWD</td><td>85.1%</td></tr><tr><td>Foster Youth</td><td>N/A</td></tr><tr><td>Homeless</td><td>92.5%</td></tr><tr><td>Cadet Corps</td><td>99.2%</td></tr><tr><td>Pregnant/Parent</td><td>N/A</td></tr></table><br>Note: Results as of April 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Schoolwide</td><td>>84%</td></tr><tr><td>Hispanic</td><td>>84%</td></tr><tr><td>White</td><td>>84%</td></tr><tr><td>African American</td><td>>84%</td></tr><tr><td>EL</td><td>>84%</td></tr><tr><td>SED</td><td>>84%</td></tr><tr><td>SWD</td><td>>84%</td></tr><tr><td>Foster Youth</td><td>>84%</td></tr><tr><td>Homeless</td><td>>84%</td></tr><tr><td>Cadet Corps</td><td>>84%</td></tr><tr><td>Pregnant/Parent</td><td>>58.4%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>Middle School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>Middle School</td><td>0.00%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>Middle School</td><td>Not available</td></tr></table><br>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>Middle School</td><td><5%</td></tr></table></td>
</tr>
<tr>
<td>Pupil Engagement<br><br><u>High School Dropout Rate</u>:<br><br>Maintain a dropout rate less than 5% for All Students</td>
<td><table><tr><th colspan="2">2020-21 Source: CALPADS</th></tr><tr><td>High School</td><td>1.9%</td></tr></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><tr><td>High School</td><td>Not available</td></tr></table><br>Note: Results will be available after June 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><tr><td>High School</td><td><5%</td></tr></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Student Confidence Survey:<br>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**<br>Schoolwide: 87% as of March 2021 | **2021-22: Projected**<br>Schoolwide: 88%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Schoolwide: >90% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Systematic Approach to Monitor Student Leaning for All Students | a) School staff will administer Measures of Academic Progress by NWEA to students in the fall and spring semesters to make data-informed decisions related to curriculum and instruction to close ELA and Mathematics achievement gaps.<br><br>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.<br><br>c) Instructional staff will integrate Illuminate formative and summative assessments into the core curriculum to assess student learning, analyze achievement, and adjust teaching methods to meet the needs of all students. | $24,831 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Evaluate English Language Proficiency for English Learners | a) School staff will administer a Home Language Survey to assess students enrolling for the first time in the state or country for initial English language proficiency and determine English Learner plan implementation.<br><br>b) Instructional staff will administer the ELPAC to measure progress toward English proficiency, to inform instructional planning, supplemental support, language intervention, and to aid reclassification decisions.<br><br>c) Instructional staff will develop IEPs for English Learners with disabilities that include academic goals for student language development.<br><br>d) Based upon data analysis, ELAD will develop best practices for using data to inform Curriculum, Instruction, Parent/Family Engagement and Professional Learning Systems.<br><br>e) Instructional staff will develop and implement evidence based formative and summative English Language proficiency assessments in one-on-one and/or small group tutoring to measure language skills. | $95,252 | Yes |

| | | | | |
|---|---|---|---|---|
| Action 3 | Academic Instruction and Support for All Students | a) Human Resources staff will recruit and hire instructional staff to engage At-Promise youth and support their achievement – particularly additional CTRs to support the instructional program.<br><br>b) School staff will collect student educational records to aid in the creation of each Pathways Personalized Education Plan, including transcripts, report cards, attendance history, behavior records and 504 or IEP Plans, if applicable.<br><br>c) Teachers will design, develop, implement, monitor, and adjust a Pathways Personalized Education Plan (PPEP) for every student based on educational records, assessment data, academic performance and post-secondary goals.<br><br>d) Instructional Staff will utilize School Pathways Student Information System to report student attendance, document MTSS efforts, monitor student progress, and record grades.<br><br>e) Instructional staff will utilize Naviance Program to support the successful postsecondary planning and collect information related to learning styles and preferences.<br><br>f) Counseling staff will provide students with multiple paths to earn a high school diploma, or equivalent, to increase successful student outcomes and transition to post-high school pathways.<br><br>g) Teachers will provide tutoring sessions in Math and ELA that scaffold student skills to master course objectives and content standards, and provide opportunities for live interaction to increase student connectedness to school.<br><br>h) Teachers will provide academic tutoring sessions that are interactive with online video tutorials from both teachers and field experts that engage students in real-world applications and problem-solving scenarios. | $1,100,028 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) Instructional staff will provide a Smarter Balanced Mathematics Assessments Boot Camp in April for two-weeks that provide students with intensive review and preparation of key claims and standards.<br><br>j) School Coordinator will support implementation of the school's Multi-Tiered System of Support (MTSS), which quickly matches the academic, behavioral, and social-emotional needs of all students and monitors the response to intervention. | | |
| Action 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | a) Certificated Teacher Resources (CTRs) to provide additional and targeted tutoring to increase progress and completion rates for required graduation coursework, particularly for underserved student groups.<br><br>b) Partner with an educational tutoring organization that can provide underserved student groups with one-on-one and small group supplemental instruction throughout the school week designed to increase student engagement, academic confidence and credit completion.<br><br>c) Counselors will provide additional support related to the academic, social-emotional and behavior needs of the lowest-achieving students.<br><br>d) Equity and Inclusion 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.<br><br>e) Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students. | $432,454 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 5 | Academic Instruction and Support for Students with Disabilities | a) Special Education staff to ensure that all Students with Disabilities receive FAPE through the implementation of services, accommodations, modifications and supplementary aids as outlined in each student's IEP.<br><br>b) Specialized Academic Instruction (SAI) provided by Education Specialists.<br><br>c) Standards-based instruction is differentiated for students with IEPs and Education Specialists consult with general education teachers to implement accommodations and modifications in core curriculum and to customize learning activities to ensure accessibility through principles of Universal Design for Learning. | $742,948 | No |
| Action 6 | Systematic Monitoring of Academic Performance for All Students | a) Data and Assessment Department staff will collect, analyze, and disseminate key performance measures aligned to student achievement and publish in the Monthly and Annual Storybook, including Student Participation, Chronic Absenteeism Rates, Credit Completion, Potential Dropout Rate, AP Course Reports and Naviance Student Confidence Rate.<br><br>b) School staff will utilize the School's Data Integration System, including Naviance, NWEA, Illuminate and Achive3000 to inform Curriculum, Instruction, Equity/Inclusion and Professional Learning Systems.<br><br>c) Instructional staff will utilize a Graduation Rate SharePoint Technology instrument to monitor individual student progress towards graduation and assist school staff in making real-time schoolwide projections for this engagement indicator. | $23,422 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | a) Instructional staff will utilize Ellevation as a monitoring system for all English Learner, including Long-Term English Learners, newcomer, and Reclassified Fluent English Proficient (RFEP) students to ensure adequate academic progress and align instructional and supplemental supports as needed.<br><br>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.<br><br>c) Data and Assessment Department staff will prepare a Monthly Storybook that summarizes English Learners, Low-Income students, and Foster Youth performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. | $165,517 | Yes |

# Goal Analysis for 2021-22

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

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

SSS was successful implementing the planned actions related to Goal 1. There are no substantive differences to report. As a result, SSS is on-track to meet student engagement metrics as measured by the California School Dashboard, including Graduation Rate and Chronic Absenteeism. As of April 2022, SSS's One-Year DASS Graduation Rate is projected to exceed 80% schoolwide. In addition, SSS's Chronic Absenteeism Rate is projected to be less than 10% schoolwide. By implementing Goal 1 actions, the school continues to maintain high-levels of student engagement. Based upon current data, it is evident that that the school's engagement strategies and supports are effective in meeting the individual needs of each student. Instructional staff continue to utilize the MTSS Framework to ensure all students are receiving increased and enhanced intervention when they are not meeting academic standards.

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 were only minor variances between budgeted and actual expenditures. COVID-19 made it difficult to project student ADA and staffing level needs for the instructional program.

An explanation of how effective the specific actions were in making progress toward the goal.

SSS is administering the Smarter Balanced Summative Assessments to students in spring 2022. Assessment results will not be available until the summer months. However, educational partners are satisfied with the actions taken to prepare students for this end of the year assessments. Instructional staff supported the achievement of all students through a data-informed instructional program, relying on academic data collected through Illuminate formative assessments, Fall Measures of Academic Progress by NWEA and the Smarter Balanced Interim Assessments. Instructional staff provided small group learning opportunities to students throughout the school year, which are uniquely designed to develop student skills/knowledge related to ELA and Mathematics claims/targets.

In spring 2022, the school administered a local assessment, Measures of Academic Progress by NWEA, to measure student growth in Reading, Language Usage and Mathematics. The school was able to exceed the locally set target of 60% of students meeting their individualized growth target in all three academic domains. Therefore, educational partners believe that the one-on-one and small group learning opportunities student received throughout the school year to mitigate potential learning loss due to COVID-19 was an effective design/approach.

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

For the 2022-23 LCAP, the school has added the following metrics to Goal 1 to improve alignment with the California Sate Priorities: Teacher Credentials, English Learner Reclassification Rate, California Science Test, Middle and High School Dropout Rate. Furthermore, the school will continue to have seven actions related to Goal 1 because educational partners are satisfied with student engagement and achievement outcomes. SSS will continue to expand the utilization of Ellevation as an instructional planning tool for effective delivery of ELD programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

SSS is committed to providing students with equitable access to rigorous and standards aligned courses that improve achievement and prepare them for post-secondary pathways, including community college, university, military and career.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>Availability of standards aligned instructional materials to every student | **2020-21 Source: Local Reporting**<br>100% of students | **2021-22: Projected**<br>100% of students | | | **Desired Outcome for 2023-24**<br>100% of students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>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**<br>All students had access and were enrolled in a broad course of study | **2021-22: Projected**<br>All students continue to have access and are enrolled in a broad course of study for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Continue to expand the course offerings list to ensure all students have access and are enrolled in a broad course of study |
| **Course Access**<br>Increase the annual number of students completing college credit courses | **2020-21 Source: Local Reporting**<br>9 students participating in the Early College Credit Program as of April 2021 | **2021-22: Projected**<br>Dual Enrollment: 36<br>Articulated Credit: 3<br>Total early college credit: 39<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of students completing college credit courses: >9 students |
| **Course Access**<br>Increase annual student participation in Advanced Placement (AP) Courses | **2020-21 Source: Local Reporting**<br>Number of AP Courses Assigned as of April 2021: 25 courses | **2021-22: Projected**<br>Number of AP Courses Assigned: 25 courses<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Number of AP Courses Assigned: >25 courses |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Course Access**<br>Maintain High-Quality and relevant established CTE Career Pathways | **2020-21 Source: Local Reporting**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care | **2021-22: Projected**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management<br><br>**Note:** CTE Career Pathways available as of April 2022 | | | **Desired Outcome for 2023-24**<br>Child Development<br>Design, Visual & Media Arts<br>Environmental Resources<br>Hospitality, Tourism & Recreation<br>Software & Systems Development<br>Public Safety<br>Patient Care<br>Business Management |
| **Implementation of State Standards**<br>100% of Core Courses will be aligned to CCSS | **2020-21 Source: Local Reporting**<br>Core Courses Aligned to CCSS: 100% | **2021-22 Projected**<br>Core Courses Aligned to CCSS: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses Aligned to CCSS: 100% |
| **Implementation of State Standards**<br>100% of Science Courses will be aligned to NGSS | **2020-21 Source: Local Reporting**<br>Science Courses Aligned to NGSS: 100% | **2021-22 Projected**<br>Science Courses Aligned to NGSS: 100% | | | **Desired Outcome for 2023-24**<br>Science Courses Aligned to NGSS: 100% |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>100% of ELA and Social Science Courses will be aligned to ELD Standards | **2020-21 Source: Local Reporting**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | **2021-22 Projected**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% | | | **Desired Outcome for 2023-24**<br>ELA & Social Science Courses Aligned to ELD Standards: 100% |
| **Implementation of State Standards**<br>100% of Core Courses will be UC A-G approved | **2020-21 Source: Local Reporting**<br>Core Courses a-g Approved: 100% | **2021-22 Projected**<br>Core Courses a-g Approved: 100% | | | **Desired Outcome for 2023-24**<br>Core Courses a-g Approved: 100% |
| **Implementation of State Standards**<br>100% of CTE Courses will be aligned to CTE Model Curriculum Standards | **2020-21 Source: Local Reporting**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | **2021-22 Projected**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% | | | **Desired Outcome for 2023-24**<br>CTE Courses Aligned to CTE Model Curriculum Standards: 100% |

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a CTE Career Pathway</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<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>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<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>
</table>
</td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements for entrance to the UC or CSU</td>
<td>
<table>
<tr><th colspan="2">2020-21 Source: DataQuest</th></tr>
<tr><td>Schoolwide</td><td>4.7%</td></tr>
<tr><td>Hispanic</td><td>4.7%</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>0%</td></tr>
<tr><td>SED</td><td>2.6%</td></tr>
<tr><td>SWD</td><td>0%</td></tr>
</table>
</td>
<td>
<table>
<tr><th colspan="2">2021-22: Projected</th></tr>
<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>
Note: Data will be available after July 2022
</td>
<td></td>
<td></td>
<td>
<table>
<tr><th colspan="2">Desired Outcome for 2023-24</th></tr>
<tr><td>Schoolwide</td><td>>4.7%</td></tr>
<tr><td>Hispanic</td><td>>4.7%</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>>0%</td></tr>
<tr><td>SED</td><td>>2.6%</td></tr>
<tr><td>SWD</td><td>>0%</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome:<br>2021-22 Results</th><th>Year 2 Outcome:<br>2022-23 Results</th><th>Year 3 Outcome:<br>2023-24 Results</th><th>Desired Outcome for<br>2023–24</th></tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups completing a-g requirements AND at least one CTE Career Pathway</td>
<td><table><tr><th colspan="2">2020-21 Source: DataQuest</th></tr><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></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: Data will be available after July 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><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></table></td>
</tr>
<tr>
<td>Pupil Achievement<br>Increase the annual percentage of All Students and Student Groups passing AP exams with a score of 3 or higher</td>
<td><table><tr><th colspan="2">2020-21 Source: CA School Dashboard</th></tr><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></table></td>
<td><table><tr><th colspan="2">2021-22: Projected</th></tr><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><br>Note: Data will be available after July 2022</td>
<td></td>
<td></td>
<td><table><tr><th colspan="2">Desired Outcome for 2023-24</th></tr><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></table></td>
</tr>
</table>

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Other Pupil Outcomes**<br>Maintain a compliant and accessible Work Experience Education (WEE) Program | **2020-21 Source: Local Reporting**<br>Met compliance requirements set forth by the California Department of Education | **2021-22: Projection**<br>WEE Program remains compliant and available to all students for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Provide a compliant WEE Program for students who want to participate in work-based learning opportunities |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Standards Aligned Course of Study and Curriculum for All Students | a) Altus Pathways Advisory Council (APAC) will review, update, and monitor course of study alignment with Common Core State Standards (CCSS), English Language Development (ELD) Standards, and Next Generation Science Standards (NSSS).<br><br>b) Curriculum and Professional Development Department staff will review, update, and monitor course of study alignment with UC a-g and NCAA requirements.<br><br>c) APAC will customize Edgenuity, online learning curriculum, to ensure academic rigor and alignment to the Smarter Balanced ELA and Mathematics Assessments Blueprint.<br><br>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).<br><br>e) APAC will develop and refine curriculum and instructional materials that are multicultural and diverse. | $287,477 | No |

| | | | | |
|---|---|---|---|---|
| Action 2 | Standards Aligned Course of Study and Curriculum for 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.<br><br>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.<br><br>c) Instructional staff will deliver Integrated English Language Development (ELD) to support all English Learners with their acquisition of core content knowledge.<br><br>d) Instructional staff will deliver Designated English Language Development (ELD) instruction through blended ELD courses to all English Learners according to grade level and language proficiency, and EL typology to support their development of critical language skills needed for content learning in English.<br><br>e) 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.<br><br>f) 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.<br><br>g) Teachers will assign supplemental curriculum for English Learners through Edgenuity MyPath Individual Learning Plans (ILPs) to accelerate academic skill development and close the achievement gap in in ELA and Math. | $211,100 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) 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).<br><br>i) Ongoing Equity and Inclusion focused Professional Learning Communities, to ensure accessibility, equity, and achievement for high-risk student groups and historically underserved students to improve opportunities and readiness for college/career.<br><br>j) Counselors and instructional staff collaborating to assign Edgenuity Prescriptive Testing courses to qualifying students to promote recovery of instructional time and increase pacing towards high school graduation. | | |

| | | | | |
|---|---|---|---|---|
| Action 3 | College/Career Pathways for All Students | 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.<br><br>b) School staff will continue to offer CTE courses and Certification programs which are aligned to CTE Model Curriculum Standards.<br><br>c) School staff will facilitate an annual Career Industry and College Week to students which includes informational presentations and workshops facilitated by field experts and representatives to educate students on post-secondary pathways.<br><br>d) Counseling staff will inform all high school students, parents and family members regarding benefits of early college credit opportunities and important registration deadlines.<br><br>e) 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.<br><br>f) Counseling staff will inform and educate students on work-based learning opportunities, including Work Experience Education Program and Service Learning.<br><br>g) School staff will administer Advanced Placement (AP) exams to students who want to earn college credit and placement at a school site.<br><br>h) 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.<br><br>i) Counseling staff will utilize School Pathways SIS College/Career measures tags and CCI Report page to monitor individual high | $193,852 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school student progress towards meeting Approaching and Prepared criteria.<br><br>j) Instructional staff will utilize grade 12 SharePoint technology to update student progress towards meeting California School Dashboard CCI prepared criteria at January, March and May 2022 Instructional Meetings to calculate College/Career readiness rate projections. | | |

# Goal Analysis for 2021-22

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

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

SSS was successful implementing the three planned actions related to Goal 2. There are no substantive differences to report. Overall, the school was able to assign a broad course of student to all students, implement the State Standards and maintain a UC a-g approved course offerings list. The school was able to provide a Chromebook and internet data plan to all students in need of home technology to ensure equity and access – all students are able to access the full curriculum and course offerings, including Honors, AP and CTE courses.

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 were only minor variances between actual and budgeted expenditures. The COVID-19 pandemic disrupted student enrollment projections and instructional staffing levels.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP's measurable outcomes, educational partners are satisfied with the number of Advanced Placement (AP) courses assigned to students and the number of students participating in the Early College Credit Program. Educational partners believe that the best way to prepare students for college/career pathways is to provide a rigorous course of study. However, the school community wants to see more students take AP Exams and pass with a score of 3 or higher.

There is consensus amongst the school community that there is a need to improve the overall percentage of students completing UC a-g requirements and CTE Pathways. Instructional staff believe that Action 3 which is focused on college/career readiness can be enhanced. Additional steps will be taken to educate, inform and support students and family members on preparing for post-high school pathways.

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

For the 2022-23 LCAP, the school will maintain three actions related to Goal 2. Enhancements have been made to Action 3 which is focused on preparing all students for college/career pathways. These enhancements include strategies related to increasing student knowledge of existing programs and monitoring systems that staff can implement. The school is committed to improving the College/Career Indicator as measured by the California School Dashboard, but realize that this is a challenging Academic Performance Indicator for most DASS schools.

The school has added the following metrics to Goal 2 to improve alignment with the California State Priorities: Standards Aligned Instructional Materials, AP Exam Scores and UC a-g Completion Rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

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

An explanation of why the LEA has developed this goal.

Instructional staff need ongoing and sustained professional development to improve student achievement and meet the diverse educational needs of the school community.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>90% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |
| **Implementation of State Standards**<br>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 | **2020-21 Source: Local Reporting**<br>100% of teachers | **2021-22: Projected**<br>100% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of teachers |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Implementation of State Standards**<br>English Learner Achievement Department (ELAD) will provide six annual trainings focused on Assessment, Curriculum, Equity, and Instruction | **2020-21 Source: Local Reporting**<br>10 ELAD trainings as of April 2021 | **2021-22: Projected**<br>10 ELAD trainings as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual ELAD trainings |
| **Implementation of State Standards**<br>90% of instructional staff will complete Leading Edge Certification (LEC) within three years of their initial employment | **2020-21 Source: Local Reporting**<br>67% of teachers completed LEC | **2021-22: Projected**<br>89% of teachers as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |
| **Implementation of State Standards**<br>90% of staff will report high levels of training relevance as indicated by an average 4 rating on training evaluations | **2020-21 Source: Local Reporting**<br>93% of staff as of April 2021 | **2021-22: Projected**<br>97% of staff as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of instructional staff |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>90% of students surveyed will report high levels of satisfaction with their overall educational experience at SSS | **2020-21 Source: Local Reporting**<br>98% of students as of April 2021 | **2021-22: Projected**<br>98% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>90% of parents and family members surveyed will report high levels of satisfaction with their child's overall educational experience at SSS | **2020-21 Source: Local Reporting**<br>100% of parents and family members as of April 2021 | **2021-22: Projected**<br>96% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Professional Development Focused on Improving Academic Performance for All Students | a) Curriculum and Professional Development Department staff will design and develop a Professional Learning Calendar and Catalog based upon Strategic Initiatives and staff needs.<br><br>b) Altus University (AU) professional development trainings to increase teacher effectiveness in implementing Common Core State Standards (CCSS), Next Generation Science Standards (NSSS), and English Language Development (ELD) Standards.<br><br>c) AU professional development trainings for staff focused on increasing skill and knowledge related to Career Technical Education (CTE).<br><br>d) AU professional development trainings to increase teacher online instructional delivery, including Leading Edge Certification (LEC), a national certification for educational technology.<br><br>e) 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.<br><br>f) AU professional development trainings focused on differentiation of curriculum and instruction for all students, including GATE certification.<br><br>g) 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.<br><br>h) 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. | $113,032 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | i) AU professional development trainings focused on supporting teachers who do not meet annual scorecard performance targets.<br><br>j) 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.<br><br>k) 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. | | |

| | | | | |
|---|---|---|---|---|
| Action 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | a) The 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.<br><br>b) 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.<br><br>c) Achieve3000 training, coaching and support for instructional staff which is focused on program integration, best practices, and data analysis which will improve student literacy skills.<br><br>d) 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.<br><br>e) AU professional development trainings for staff focused on implicit bias and how to cultivate reflective and positive discussion with students.<br><br>f) Embed social-emotional learning activities in all AU professional development offerings to increase teacher knowledge and skills related to this area.<br><br>g) 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. | $13,636 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | h) Trainings for school counselors focused on preparing Low-Income, Foster Youth, or first-generation students to enter college.<br><br>i) AU professional development trainings 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. | | |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 3 were implemented for the 2021-22 school year. There are no substantive differences to report. As a result, the school's professional learning system is providing staff with training focused on instruction, curriculum, equity and inclusion, mental health, social-emotional learning, data analysis and leadership studies/development. As of April 2022, more than 90% of teachers are on-track to participate in at least 60 hours of annual professional development and 10 hours of math.

The school's professional learning system, Altus University, continues to be available to all segments of the workforce. While the majority of Altus University sessions are facilitated online through Microsoft Teams, some sessions are offered in-person. Educational partners continue to report high levels of satisfaction with trainings relevancy, formats/methods and topics.

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.

Only minor variances between budgeted and actual expenditures. These minor variances were the result of COVID-19. The school found it difficult to project staffing levels and hire qualified staff when necessary. Consequently, this impacted Goal 3 which is focused on professional learning for school staff.

An explanation of how effective the specific actions were in making progress toward the goal.

Instructional staff report high-levels of satisfaction with the professional learning system, particularly the virtual format because it is interactive, provides screen sharing capabilities, and sessions are recorded so staff members who are unable to attend a live session have

access to on demand training. Some of the specialized professional development sessions provided to instructional staff this school year include: Leading Edge Certification (LEC), Writing Redesigned for Teaching and Equity (WRITE), and AVID. As of April 2022, at least 90% of staff report high levels of training relevance.

The Equity and Inclusion Department provided professional development focused on supporting underserved student groups, including Homeless and Foster Youth, English Learners, and Low Income. There have been 10 trainings specifically focused on English Learner student achievement offered to staff for the 2021-22 school year. Each session is focused on providing strategies, resources and supports that will ensure equity and access for English Learner students. In addition, there have been AU sessions focused solely on specific content areas such as Mathematics, English Language Arts, Social Sciences, Sciences, and Electives. These AU sessions build the capacity of participants to use frameworks, standards alignment documents, and instructional pacing guides to support teaching content standards.

AU instructors include teachers, education specialists, subject matter experts and administrators. AU instructors facilitate data analysis during each session. Instructional data analyzed include Illuminate Learning Checks, End of Course Exams, Smarter Balanced Interim Assessments and Measures of Academic Progress by NWEA.

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.

Educational partners remain satisfied with the seven metrics related to Goal 3. And the two actions related to Goal 3 will remain in place. However, Action 2 will be enhanced to provide staff with training and support focused on implementation of Ellevation – a program designed to improve data informed instructional planning and monitoring of English Learner students. The school will expand ALICE Training to all school employees based upon input gathered from instructional staff – which will improve overall readiness for a potential violent incident in a school setting.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 4** | Provide a safe environment and supportive school culture for all educational partners to teach and learn. |

An explanation of why the LEA has developed this goal.

Students, parents, family members and staff require a learning environment that is safe, distraction-free and professional.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a Suspension Rate at 1.5% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Suspension Rate: 0% | **2021-22: Projected**<br>Suspension Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Suspension Rate: <1.5% |
| **School Climate**<br>Maintain an Expulsion Rate at 1.0% or less for All Students and Student Groups | **2020-21 Source: DataQuest**<br>Expulsion Rate: 0% | **2021-22: Projected**<br>Expulsion Rate: 0%<br>**Note:** Results as of April 2022 | | | **Desired Outcome for 2023-24**<br>Expulsion Rate: <1% |
| **School Climate**<br>More than 90% of students surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>98% of students as of April 2021 | **2021-22: Projected**<br>96% of students as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of students |
| **School Climate**<br>More than 90% of parents surveyed annually will report high levels of School Safety satisfaction | **2020-21 Source: Local Reporting**<br>95% of parents and family members as of April 2021 | **2021-22: Projected**<br>98% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **School Climate**<br>Maintain a School Safety Plan that meets the needs of educational partners and is compliant | **2020-21 Source: Local Reporting**<br>School Safety Plan met compliance requirements set forth by local, county and state agencies | **2021-22: Projected**<br>School Safety Plan has been reviewed and updated by educational partners to meet their needs and remain compliant for the 2021-22 school year | | | **Desired Outcome for 2023-24**<br>Annually review and update the School Safety Plan to meet the needs of educational partners and remain compliant |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 1 | Safe and Supportive Schools for All Students | a) Executive School Safety Committee will meet regularly to implement the School Safety Plan, and adjust as needed.<br><br>b) A designated Safety Ambassador at each Resource Center that participates in quarterly trainings, shares information with colleagues, implements safety protocols and discuss key learnings from ALICE Trainings (preparation for violent critical incidents in a school setting).<br><br>c) Ensure effective process for reviewing and updating equipment and tools (communication systems, emergency response kits, personal protective equipment, and automatic door locking system).<br><br>d) Provide nursing services to support student overall health and social-emotional well-being.<br><br>e) Provide students and parents with opportunities for input into safety planning. | $41,339 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 2 | Social, Emotional and Behavioral Support Systems for All Students | a) Healthy Youth Therapist to provide counseling services, facilitate student referrals and case management to meet the social-emotional, mental health and physical needs of each student.<br><br>b) Healthy Youth Department will provide a Wellness Week focused on themes such as student Connection and Self-Care.<br><br>c) Character and Leadership Development Program to promote health, wellness, and academic achievement.<br><br>d) Instructional staff will provide small group learning environments in the resource center and/or in distance learning that promotes positive communication, behavior, and accountability.<br><br>e) School staff will update the school website to provide families with information related to available food resources, health and wellness services. | $58,477 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action 3 | Social, Emotional and Behavioral Support Systems for 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.<br><br>b) Homeless and Foster Youth Liaison will provide ongoing case management services and collaborate with instructional staff as needed.<br><br>c) Healthy Youth Therapist to provide additional and targeted counseling services and case management to low-income students and foster youth.<br><br>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.<br><br>e) Nutrition Program to promote student health and well-being. | $73,239 | Yes |

# Goal Analysis for 2021-22

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

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

All actions related to Goal 4 were successfully implemented. There are no substantive differences. Students, parents and family members report high levels of satisfaction with school safety and support. Due to the school's instructional design, staff develop positive and sustained relationships with students, parents and family members. This allows the school to quickly identify the potential academic, social-emotional, behavior and physical needs of students and respond with the appropriate resources/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.

Due to COVID-19, it was difficult to project ADA and determine staffing needs/levels. For those reasons, there were some minor variances between the budgeted and actual expenditures related to Goal 4 which is focused on providing a safe and supportive school culture.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon an analysis of the LCAP's metrics, the school is providing a safe environment and supportive culture to students and parents. As of April 2022, more than 90% of students and parents report high levels of safety satisfaction. Furthermore, there have been no recorded student suspensions or expulsions for the 2021-22 school year.

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

The school will maintain the five metrics related to School Climate. In addition, there will continue to be three actions to carry out Goal 4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goal

| Goal # | Description |
|---|---|
| **Goal 5** | Provide innovative, engaging and community-based resource centers to service and support students, parents and family members. |

An explanation of why the LEA has developed this goal.

Meaningful educational partner engagement and community connectedness are essential elements to transforming lives.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Basic**<br>100% of facilities are determined to be in Good Repair status, clean, safe, and functional for teaching and learning | **2020-21 Source: Local Reporting**<br>100% of school facilities | **2021-22: Projected**<br>100% of school facilities as of April 2022 | | | **Desired Outcome for 2023-24**<br>100% of school facilities |
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Title I Family Resource Night<br>• English Learners Advisory Committee Meetings<br>• Open House and Senior Night Events<br>• Family Learning Series<br>• School Site Council Meetings<br>• College & Career Week<br>• School Board Meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental participation for low-income, English learners and foster youth students |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br>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 | **2020-21 Source: Local Reporting**<br>Opportunities for parental participation included:<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | **2021-22: Projected**<br>The following parental participation opportunities have been provided as of April 2022:<br>• Post-secondary transition meetings to discuss student outcomes<br>• SELPA community advisory meetings for special education<br>• IEP educational benefit meetings in addition to annual meetings and triennial meetings | | | **Desired Outcome for 2023-24**<br>Maintain or expand opportunities for parental and family member participation for students with exceptional needs |
| **Parental Involvement**<br>Maintain formal partnership with community-based organizations that support the academic, physical, and social-emotional needs of students, parents and family members | **2020-21 Source: Local Reporting**<br>28 community-based partnerships | **2021-22: Projected**<br>25 community-based partnerships as of April 2022 | | | **Desired Outcome for 2023-24**<br>Maintain community-based partnerships that support the unique needs of all educational partners |

| Metric | Baseline | Year 1 Outcome: 2021-22 Results | Year 2 Outcome: 2022-23 Results | Year 3 Outcome: 2023-24 Results | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| **Parental Involvement**<br><br>Provide six Family Learning Series Trainings to all parents and family members | **2020-21 Source: Local Reporting**<br>Seven Family Learning Series Trainings were facilitated | **2021-22: Projected**<br>Nine Family Learning Series were facilitated as of April 2022 | | | **Desired Outcome for 2023-24**<br>At least six annual Family Learning Series offered to parents and family members |
| **Parental Involvement**<br><br>90% of parents will report that Resource Centers provide innovative learning opportunities for students | **2020-21 Source: Local Reporting**<br>95% of parents and family members as of April 2021 | **2021-22: Projected**<br>97% of parents and family members as of April 2022 | | | **Desired Outcome for 2023-24**<br>>90% of parents and family members |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Action 1 | Engagement Opportunities for 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.<br><br>b) School staff will provide a Family Learning Series, training and collaboration opportunities for parents and family members.<br><br>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.<br><br>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.<br><br>e) Technology and Operations staff will maintain innovative resource centers, enhanced with educational technology, that engage students in futuristic learning environments that inspire engagement and achievement.<br><br>f) School staff will maintain facilities, equipment and instructional materials to meet the “best practices” standards for Next Generation Science Standards (NSSS) lab work.<br><br>g) Instructional staff will utilize ParentSquare to engage and communicate with students, parents and family members regarding the educational program.<br><br>h) Communications Department staff will update the school’s website features and content to provide accurate and timely information to parents and community members.<br><br>i) School staff will update the school’s online Tech Tool Library that provides students with access to subject specific resources and | $620,178 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | digital tools for creativity, critical thinking, collaboration and communication. | | |
| Action 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | a) Provide bus passes to Foster Youth to increase access to resource centers for educational support and services.<br><br>b) Facilitate interactive English Learners Advisory Committee (ELAC) meetings to increase parent participation and input into the English Learner Plan, including an annual Needs Assessment.<br><br>c) Engage parents of English learner students to seek feedback on existing ELD Programs and potential barriers to learning.<br><br>d) Provide translated materials and resources for parents and family members of English Learners.<br><br>e) Designated translators and/or bilingual staff at resource centers with high enrollment of non-English speaking families. | $7,440 | Yes |

# Goal Analysis for 2021-22

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

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

All Goal 5 actions were implemented as designed. As a result, there are no substantive differences to report. The school provided innovative and engaging resource centers that are conveniently located in communities in which students and families live and work. The school remains committed to providing multiple opportunities, formats and methods for parental involvement. There is a concerted effort to engage parents of English learner students and students with exceptional needs.

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.

The variance between expected and actual expenditures for Goal 5 were the result of additional costs associated with providing engaging community-based resources to all students and family members.

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon analysis of the LCAP metrics, it is evident that all school facilities are in good repair status and meet the learning requirements of students and parents. As of April 2022, at least 90% of parents and family members report that their child's resource center provides them with innovative learning opportunities. 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.

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

The school has incorporated the following metrics to be aligned with the California Eight State priorities: EL Parental Involvement and Special Education Parental Involvement. There will continue to be two actions related to Goal 5. However, the school will continue to converse, survey and meet with parents and family members throughout the year to develop engagement methods/formats that will lead to increase parental involvement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $743,575 | $44,569 |

**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 |
|---|---|---|---|
| 19.12% | 0% | $0 | 19.12% |

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

SSS is identified by the CDE as a Dashboard Alternative School Status (DASS) because at least 70% of incoming students are comprised of high-risk student groups. Therefore, SSS is uniquely designed to meet the needs of the highest risk youth by providing them an innovative and personalized educational program.

SSS has an enrollment of unduplicated pupils which exceeds 69% of total enrollment. An unduplicated pupil is a student in one or more of the following student groups: English Learners, Low Income and Foster Youth. In order to prioritize the needs of English Learners, Foster Youth, and Low-Income students, SSS will initiate the following targeted actions to increase student engagement, academic performance, and college/career readiness for the 2022-23 academic year:

- **Goal 1, Action 2: Evaluate English Language Proficiency for English Learners:** This action is based on educational partners expressing a need to improve academic outcomes for English learner students due to English Language Acquisition needs. To address this need, the school's English Learner Achievement Department (ELAD) staff will develop evidence-based best practices to utilize language achievement data, including individual ELPAC scores, formative and summative core content assessment results to make informed decisions related to English learner plan implementation and respond to individual student needs. Best practices developed by

ELAD will be systematically shared with instructional staff to ensure successful implementation to all English learner student schoolwide. The school coordinator will conduct both informal and formal teaching observations throughout the school year to evaluate, provide coaching and support to teachers focused on implementation of established ELD best practices. The school expects this action to improve the percentage of English language students who are making progress towards English language proficiency (ELPI) and the annual reclassification rate.

- **Goal 1, Action 4: Academic Instruction and Support for English Learners, Low-Income and Foster Youth:** Educational partners, particularly instructional staff, have reported a need for additional staff to provide one-on-one and small group instruction opportunities focused on Mathematics and ELA. To address this need, Certificated Teacher Resources (CTRs) will provide additional and targeted tutoring to increase progress and course completion rates. In addition, the school will partner with a tutoring agency that can provide academic coaches to supplement instruction throughout the school week, focused on building foundational academic skills, knowledge and appropriate study habits. And lastly, the school will utilize and prioritize the time of other personnel, including Counselors, Equity and Inclusion Department staff and Homeless and Foster Youth Liaison to work collaboratively with teachers to ensure effective implementation of the MTSS Framework. The school expects these actions to improve engagement and achievement indicators for English Learners, Low-Income and Foster Youth. Effectiveness of this action will be measured by progress on the following Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, Graduation Rate, Chronic Absenteeism Rate, Student Participation/Attendance Rate and Student Confidence Surveys.

- **Goal 1, Action 7: Systematic Monitoring of Academic Performance for English Learners, Low Income and Foster Youth:** This action is based on the school's need to improve student outcomes for at-promise student groups, as identified by educational partners. Educational partners specifically want English Learners, Low Income and Foster Youth students to improve their average Distance from Standard on ELA and Smarter Balanced Assessments. To address this need, the school will utilize Ellevation to monitor ELs, Long-Term ELs, newcomer and RFEP students to ensure adequate progress is being made throughout the school year and align instructional and supplemental supports as needed. In addition, the school coordinator will support and coach teachers on monitoring English learner, Low Income and Foster Youth student progress and achievement in real time using Participation and Credit Monitoring instruments and deploy increased and intensified intervention as prescribed by the school's MTSS Framework. And lastly, school Data and Assessment Data Department staff will prepare a Monthly Storybook that summarizes student group performance on specific achievement indicators, including Participation/Attendance, Chronic Absenteeism and Credit Completion to inform the decision-making progress related to instruction, curriculum, equity/inclusion and professional learning systems. The school expects that these targeted actions will close academic performance gaps that may exist for students of underserved groups. Effectiveness of this action will be measured by progress on Goal 1 metrics: Smarter Balanced Assessments, Measures of Academic Progress, ELPI and English Learner Reclassification Rate.

- **Goal 2, Action 2: Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students:** There is overwhelming consensus from educational partners that all students should have the same opportunities to participate in the instructional program, including while at home. To address this need, the school's Equity and Inclusion staff operates a Connect Program that quickly identifies students and families in need of home technology, including Chromebooks and internet data plans, which provides all students

with opportunities to succeed in school and prepare for post-high school pathways. While the Connect program is available to all students, it is critical to closing the digital divide for English Learners, Low Income and Foster Youth students that may exist. The Connect program provides students of underserved student groups with equal and full access to AP, CTE, UC a-g and early college credit courses. Parents of English learner students, ELAC and teachers express a need for core curriculum that is customized and blended for English Learners, with the Universal Design Learning (UDL) Guidelines. This ensures that all students can access and participate in meaningful, relevant, and challenging learning opportunities – which will maintain student engagement and lead to credit completion. To meet this need, ELAD collaborates regularly with teachers who design/develop core curriculum with the intention of infusing UDL Guidelines into all courses. Educational partners report that teachers need additional instructional and curriculum enhancement tools to elevate achievement of English learners and language proficiency. To meet this need, the school will utilize both Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning (ILPs) and Prescriptive Testing courses. Effectiveness of these targeted actions will be determined by measuring English Learner and Low Income student success on college/career readiness indicators, including percentage of students who complete UC a-g requirements, CTE Pathway Completion, AP and Early College Credit.

- **Goal 3, Action 2: Professional Development Focused on Improving Academic Performance for English Learners, Low-Income and Foster Youth.** This action is based on the school's need to improve outcomes for at-promise student groups, as identified by educational partners. There is consensus that instructional staff need specialized training opportunities to improve student outcomes related to academic achievement, specifically Smarter Balanced Assessments. To address these needs, during the development of the school's comprehensive professional learning system, Altus University, the school considers the needs of underserved student groups, including English Learners, Low Income and Foster Youth. For 2022-23, professional learning will include training for instructional staff focused on ELD data analysis through Illuminate, evidence based instructional strategies and curricular customization. These specialized trainings will be facilitated by the English Learner Achievement Department. In addition, the school's math specialist will provide one-on-one coaching and support for teachers related to effective use of math instructional and curriculum tools to help English learner students access grade level content and enhance academic vocabulary. Achieve3000 and WRITE training will be provided to instructional staff focused on improving underserved student groups' literacy skills. And lastly, training opportunities focused on supporting the whole child, particularly social-emotional learning strategies to increase teacher knowledge and skills. We expect these actions will increase the capacity of staff to address the specific educational needs of unduplicated count students. All training opportunities will prioritize data analysis, informed decision making, evidence-based instructional strategies, engender collaboration and personalized approaches/methods to support student learning. The effectiveness of these actions will be determined by analyzing teacher participation in professional development opportunities, relevancy as indicated on training evaluations and student/parent satisfaction with their educational experience.

- **Goal 4, Action 3: Social, Emotional and Behavioral Support Systems for Low Income and Foster Youth:** As identified by educational partners, English Learners, Low Income and Foster Youth demonstrate a need for social-emotional and behavioral supports to improve academic outcomes. To address these needs, the school's Homeless and Foster Youth Liaison will support the designation of incoming Foster Youth students, provide ongoing case management to ensure that their academic, physical, mental health and social emotional needs are met. Our Healthy Youth Therapist will provide additional and targeted counseling services and case management to

low-income students and foster youth. By providing this case management to unduplicated pupils in need of social-emotional support, the school expects improved overall engagement in school and academic achievement. In addition, the school's Healthy Youth staff will provide ongoing and sustained Resilience in Student Education (Rise), a series of live interactive opportunities for student to develop Social and Emotional Core Competencies. We expect these targeted actions to improve the number of students feeling safe, connected to school and supported. Effectiveness of these actions will be determined by analyzing metrics related to school climate, including Suspension Rate, Expulsion Rate and student safety perceptions gathered through surveys.

- **Goal 5, Action 2: Engagement Opportunities for English Learners, Low Income and Foster Youth:** As identified by educational partner input and surveys, we need to increase parental involvement in school decision making, recruit additional parents and family members to participate in learning opportunities and expand communication with the entire school community. To address this need, ELAD will provide workshops, community resources, meetings and opportunities, specifically for parents of English learner students to provide input into the development and implementation of the English Learner Plan, including the annual Needs Assessment. At all of these engagement opportunities, the school will recruit parents of English Learner students by using translated materials and interpreters to facilitate dialogue. In addition, the school will provide bilingual staff at resource centers with high enrollment of non-English speaking families to establish a strong school to home partnership. The school expects these actions to increase parental involvement of English Learners, Low Income and Foster Youth and empower them to be more engaged with their child's education and planning for post-high school pathways. The school's Equity and Inclusion Officer will be focused on improving and expanding communication methods for parents, and monitoring trends. And lastly, to improve Foster Youth access to resource centers for educational support and services, the school's Foster Youth and Homeless Liaison will provide bus passes to qualifying students. Effectiveness of these actions will be measured by the number and frequency of parental participation opportunities provided to families throughout the school year, including the Family Learning Series which is designed to educate and train parents and family members. The school will also measure effectiveness by analyzing student engagement outcomes for unduplicated pupils, including student participation/attendance, Chronic Absenteeism Rate and Graduation Rate.

In conclusion, SSS plans to continually monitor the effectiveness of these targeted actions provided to English Learners, Foster Youth, and Low-Income student groups by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in Formal School Events, Parent Advisory Committees, English Learners Advisory Committee and School Site Council. SSS will also carefully monitor student groups' engagement and academic achievement in the Monthly Storybook, NWEA Assessments, Smarter Balanced Assessments, ELPAC and college/career readiness indicators. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The school's percentage to increase or improve services for unduplicated students is 19.12% and the estimated increased apportionment is $743,575. Overall, services for English Learners, Low Income and Foster Youth are being increased or improved through a range of targeted actions determined by educational partners that provides services for all groups, or principally directed to a single group. These targeted actions are determined by engaging educational partners, identifying potential needs, and designing services/programs that will increase engagement, elevate academic achievement and prepare for college/career pathways.

The targeted actions and services described in the 2022-23 LCAP that are being provided as an increase or improvement to unduplicated students include:

- **English Learner Achievement Department** (Goal 1, Action 2; Goal 3, Action 2)
- **Certificated Teacher Resources** (Goal 1, Action 4)
- **Academic Coaches to Provide Supplemental Instruction** (Goal 1, Action 4)
- **Counselors** (Goal 1, Action 4; Goal 2, Action 2)
- **Equity and Inclusion Staff** (Goal 1, Action 4)
- **Homeless Foster Youth Liaison** (Goal 1, Action 4; Goal 4, Action 3)
- **Elevation- Instructional Planning Tool for English Learners** (Goal 1, Action 7)
- **Data and Assessment Staff to Publish a Monthly Storybook** (Goal 1, Action 7)
- **Connect Program- Chromebooks and Internet Data Plans** (Goal 2, Action 2)
- **Altus Pathways Advisory Council** (Goal 2, Action 2)
- **Achieve3000, BrainPop ELL, Edgenuity MyPath Individual Learning and Prescriptive Testing** (Goal 2, Action 2)
- **Math Specialist** (Goal 3, Action 2)
- **AVID and WRITE Professional Learning** (Goal 3, Action 2)
- **Healthy Youth Therapist** (Goal 4, Action 3)
- **Nutrition Program** (Goal 4, Action 3)
- **Resilience in Student Education (RISE) by Healthy Youth Staff** (Goal 4; Action 3)
- **Bus Pass Program** (Goal 5, Action 2)
- **Translation and Interpretation Services** (Goal 5, Action 2)

Of the targeted actions described within this plan, several are services that are provided only to unduplicated students and their families, including:

**Foster Youth Liaison, directed specifically to Foster Youth and families**:

- Support the identification process, collaborate with the appropriate staff, and course planning
- Support student enrollment process, and ensure they have full and equal opportunity to succeed in school

- Initiate referrals to health, dental, mental health, and substance abuse services, housing services and other appropriate services
- Public notice of the educational rights of homeless and foster youth students is disseminated in locations frequented by staff, students, parents, and family members
- Inform parents and family members of unaccompanied youths of all transportation services
- Provide school staff with professional development related to homeless and foster youth through Altus University

**English Language Plan Implementation, directed specifically to English Learners and families**:

- English Learner Achievement Department (ELAD)
- Ellevation- Instructional Planning and Monitoring Tool
- BrainPop ELL
- Translation and Interpretation Services

Actions described in this plan that are intended to principally benefit and meet the unique needs of unduplicated pupils, include:

- **Certificated Teacher Resources and Academic Coaches**: These programs/personnel are funded by a combination of grant resources and supplemental funds. These additional instructional personnel provide targeted and supplemental academic instruction to students - there is an explicit focus to provide services to students with the highest needs, including unduplicated students. The intended outcome is to close potential achievement gaps for students of underserved groups.

- **Counselors**: Personnel will provide additional academic, college/career and other supports to unduplicated students. These counseling services will be targeted services to students who lack financial resources or will be first in family to attend college/university, including unduplicated pupils.

- **Equity and Inclusion Staff**: Personnel will manage educational services designed to eliminate educational barriers for all students, but with special emphasis on students of color and students of underserved student groups. While these personnel and services may increase schoolwide student engagement, services will particularly benefit unduplicated students and other high-need student groups.

- **Data and Assessment Staff**: Personnel and resources used to prepare a Monthly Storybook that summarizes performance of student groups. While the Storybook includes schoolwide results, it disaggregates data by Student Group to inform staff of potential achievement gaps that may exist. School staff use this data to make informed decision related to Instruction, Curriculum and Professional Development, with the intention to improve overall student learning, but with special emphasis on closing achievement gaps for unduplicated pupils.

- **Connect Program**: Chromebooks and internet data plans are provided to students and families in need of home technology, as outlined in previous sections. The intended outcome is to bridge the gap in family resources that is widest for students who are English Learners, Low Income and Foster Youth.

- **Altus Pathways Advisory Council (APAC)**: The intended purpose of this action is to design curriculum that is rigorous, engaging, aligned with standards and prepares students for college/career. Additionally, APAC integrates Universal Design Learning Guidelines into the schoolwide curriculum to ensure all students can access and participate in meaningful, relevant and challenging learning opportunities. This curriculum design approach is designed to elevate learning of underperforming student groups and unduplicated pupils.

- **Math Specialist**: The intended purpose is to provide instructional staff with professional development focused on increasing student math proficiency. Part of this professional development is the integration of research-based tools (needs analysis, observation protocol) and assistance to identify gaps, integrate current literacy practices and foster systematic changes around literacy. These math professional development services are primarily intended to elevate math performance of unduplicated pupils.

- **AVID and WRITE Professional Learning**: These programs and training opportunities are designed to improve student achievement and college readiness. While these professional learning opportunities will help teachers provide high quality instruction, they are recognized as being of particular importance for unduplicated students and a key means of increasing literacy skills, study habits and a college-going mindset.

- **Healthy Youth Therapist**: Personnel and resources will be utilized to provide students with access to mental health counseling services. These services are especially focused on students who have less access outside school to mental health care and resources. Additional social, emotional and mental health supports have been a priority expressed ongoing across educational partner groups. These mental health counseling services are intended to bridge the gap in resources for students' groups, particularly unduplicated pupils.

- **Nutrition Program:** School nutrition is critical to student health and well-being, especially for low-income students. The intended outcome of the school's Nutrition Program is to promote a better learning environment for unduplicated pupils who may be facing food insecurity at home.

- **Resilience in Student Education (RISE) with Healthy Youth Staff**: Personnel and resources will be utilized to provide students a series of live interactive broadcasts focused on Social and Emotional Core Competencies. RISE remains a critical component of the school's MTSS Framework. RISE is an effective social-emotional program component for underserved student groups and maintains a positive school climate and culture.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SSS is a single-site Local Educational Agency (LEA) and does not have such comparison schools by which to calculate staff increases. SSS, 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, SSS has made every effort to recruit and hire qualified instructional staff to provide direct educational services to students, particularly the Certificated Teacher Resource (CTR) position. The main function of the CTR position is to provide academic tutoring to students in small group settings. The school's Human Resources Department has expanded recruitment efforts to multiple online employment platforms to display position openings and has participated in a variety of job fairs at community events and at local colleges to recruit potential instructional staff.

| **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 | Not applicable to single-site LEA | Not applicable to single-site LEA |
| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable to single-site LEA | Not applicable to single-site LEA |

# 2022-23 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 2,856,554 | $ 1,047,860 | $ - | $ 299,811 | 4,204,225 | $ 3,185,990 | $ 1,018,235 |

| 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 Leaning for All Students | All | $ 18,309 | $ - | $ - | $ 6,521 | $ 24,831 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | English Learners | $ 88,337 | $ 6,915 | $ - | $ - | $ 95,252 |
| 1 | 3 | Academic Instruction and Support for All Students | All | $ 1,026,269 | $ 33,612 | $ - | $ 40,148 | $ 1,100,028 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 256,344 | $ 72,600 | $ - | $ 103,510 | $ 432,454 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | SWD | $ - | $ 634,882 | $ - | $ 108,066 | $ 742,948 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | All | $ 23,422 | $ - | $ - | $ - | $ 23,422 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income, Homeless & Foster Youth | $ 158,602 | $ 6,915 | $ - | $ - | $ 165,517 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | All | $ 240,013 | $ 43,569 | $ - | $ 3,895 | $ 287,477 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | English Learners & Low-Income | $ 180,593 | $ 6,287 | $ - | $ 24,221 | $ 211,100 |
| 2 | 3 | College/Career Pathways for All Students | All | $ - | $ 193,852 | $ - | $ - | $ 193,852 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | All | $ 111,146 | $ 1,886 | $ - | $ - | $ 113,032 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ 7,627 | $ - | $ - | $ 6,010 | $ 13,636 |
| 4 | 1 | Safe and Supportive Schools for All Students | All | $ 40,396 | $ 943 | $ - | $ - | $ 41,339 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | All | $ 50,164 | $ 8,313 | $ - | $ - | $ 58,477 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Low-Income & Foster Youth | $ 52,073 | $ 21,167 | $ - | $ - | $ 73,239 |
| 5 | 1 | Engagement Opportunities for All Students | All | $ 603,258 | $ 16,920 | $ - | $ - | $ 620,178 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | English Learners, Low-Income & Foster Youth | $ - | $ - | $ - | $ 7,440 | $ 7,440 |

## 2022-23 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 3,889,770 | $ 743,575 | 19.12% | 0.00% | 19.12% | $ 743,575 | 0.00% | 19.12% | **Total:** | $ 743,575 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ 743,575 |
| | | | | | | | | **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 English Language Proficiency for English Learne | Yes | Limited | English Learners | All | $ 88,337 | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Lo | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 256,344 | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for Engli | Yes | Limited | English Learners, Low-Income, Homeless & Foster Youth | All | $ 158,602 | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for En | Yes | Limited | English Learners & Low-Income | All | $ 180,593 | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academ | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ 7,627 | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Lo | Yes | Limited | Low-Income & Foster Youth | All | $ 52,073 | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Inco | Yes | Limited | English Learners, Low-Income & Foster Youth | All | $ - | 0.00% |

# 2021-22 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 3,360,014.00 | $ 3,495,875.51 |

| 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 Cycle of Assessments for All Students | No | $ 6,045 | $ 6,049 |
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 100,421 | $ 111,105 |
| 1 | 3 | Academic Instruction and Support for All Students | No | $ 1,099,239 | $ 1,093,012 |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 244,299 | $ 304,316 |
| 1 | 5 | Academic Instruction and Support for Students with Disabilities | No | $ 664,066 | $ 580,434 |
| 1 | 6 | Systematic Monitoring of Academic Performance for All Students | No | $ 34,358 | $ 35,755 |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 126,219 | $ 124,063 |
| 2 | 1 | Standards Aligned Course of Study and Curriculum for All Students | No | $ 183,862 | $ 173,780 |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 72,202 | $ 103,458 |
| 2 | 3 | Pathways and College/Career Readiness for All Students | No | $ 193,061 | $ 176,363 |
| 3 | 1 | Professional Development Focused on Improving Academic Performance for All Students | No | $ 43,037 | $ 41,665 |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 48,913 | $ 53,763 |
| 4 | 1 | Safe and Supportive School for All Students | No | $ 54,060 | $ 54,261 |
| 4 | 2 | Social, Emotional and Behavioral Support Systems for All Students | No | $ 52,828 | $ 45,806 |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 5,457 | $ 4,118 |
| 5 | 1 | Engagement Opportunities for All Students | No | $ 429,947 | $ 581,075 |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ 2,000 | $ 6,852 |

# 2021-22 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) |
|---|---|---|---|---|---|---|
| $ 570,004 | $ 584,948 | $ 700,823 | $ (115,875) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Evaluate English Language Proficiency for English Learners | Yes | $ 100,421 | $ 111,105.40 | 0.00% | 0.00% |
| 1 | 4 | Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth | Yes | $ 242,453 | $ 304,316.15 | 0.00% | 0.00% |
| 1 | 7 | Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 126,219 | $ 124,062.59 | 0.00% | 0.00% |
| 2 | 2 | Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students | Yes | $ 66,485 | $ 103,458.02 | 0.00% | 0.00% |
| 3 | 2 | Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth | Yes | $ 43,913 | $ 53,762.76 | 0.00% | 0.00% |
| 4 | 3 | Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth | Yes | $ 5,457 | $ 4,118.28 | 0.00% | 0.00% |
| 5 | 2 | Engagement Opportunities for English Learners, Low-Income students, and Foster Youth | Yes | $ - | $ - | 0.00% | |

## 2021-22 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) |
|---|---|---|---|---|---|---|---|---|
| $ 3,456,657 | $ 570,004 | 0.00% | 16.49% | $ 700,823 | 0.00% | 20.27% | $0.00 - No Carryover | 0.00% - No Carryover |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2**: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## *Focus Goal(s)*

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## *Broad Goal*

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## *Maintenance of Progress Goal*

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## *Contributing Actions Table*

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### *Contributing Actions Annual Update Table*

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### *LCFF Carryover Table*

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template ..... 1
Universal Prekindergarten in California ..... 3
The California Universal Prekindergarten Planning and Implementation Grant Program - Overview ..... 3
Planning Template Purpose ..... 5
Accompanying Guidance ..... 7
Directions, Timeline, and Suggested Planning Process ..... 8
Key Considerations ..... 9
Transitional Kindergarten Implementation Timeline ..... 9
Supporting a Preschool through Third Grade Continuum ..... 10
Full-Day, Extended Learning and Care ..... 11
Creating Joint or Aligned Plans ..... 11
UPK Planning Template ..... 12
Self-Certification ..... 12
Projected Enrollment and Needs Assessment ..... 13
Recommended Planning Questions ..... 13
Required Questions ..... 16
Focus Area A: Vision and Coherence ..... 17
Recommended Planning Questions ..... 17
Required Questions ..... 19
Focus Area B: Community Engagement and Partnerships ..... 22
Recommended Planning Questions ..... 22
Required Questions ..... 23
Focus Area C: Workforce Recruitment and Professional Learning ..... 25
Recommended Planning Questions ..... 25

Required Questions ..... 28
Focus Area D: Curriculum, Instruction, and Assessment ..... 33
Recommended Planning Questions ..... 33
Required Questions ..... 35
Focus Area E: LEA Facilities, Services, and Operations ..... 39
Recommended Planning Questions ..... 39
Required Questions ..... 40
Technical Assistance Questions ..... 43
Appendix I - Definitions ..... 49
Appendix II - Additional Deeper Planning Questions ..... 51
Focus Area A: Vision and Coherence ..... 51
Focus Area C: Workforce Recruitment and Professional Learning ..... 51
Focus Area D: Curriculum, Instruction, and Assessment ..... 51
Focus Area E: LEA Facilities, Services, and Operations ..... 52

## Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

## The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides $200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

local and community-based partnerships.[1] It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code* (*EC*) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

> how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

[1] In addition, $100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The $100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

## Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.[2]

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

[2] See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

June 30, 2022, deadline for LEAs to present their plans to their governing boards.[3]

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
    a. Vision and Coherence
    b. Community Engagement and Partnerships
    c. Workforce Recruitment and Professional Learning
    d. Curriculum, Instruction, and Assessment
    e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

[3] The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

## Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);

2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;

3. Requirements for TK and early education facilities;

4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;

5. Other available resources for UPK Implementation:

    a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);

    b. Funding sources that can be utilized for facilities;

    c. Funding sources that can be utilized for extended learning and care;

6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and

7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

## Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.[4]

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.

2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.

3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.

4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.[5]

[4] The CDE may collect additional data related to UPK implementation in future years as well.

[5] LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.[6]

6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.

7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.

8. Planning teams present a draft plan to the school board by **June 30, 2022**.

9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

[6] The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

| Type of Requirement | 2021–22 | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|
| **Eligibility** | Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year | Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year | Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year | Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year | Turn four by September 1 |
| **Ratios** | Not specified | 1:12 | 1:10** | 1:10** | 1:10** |
| **Class Size** | 24 | 24 | 24 | 24 | 24 |

* average class size across the school site

** Subject to future legislative appropriation

## Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children's opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California's early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA's plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families' needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA's UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC* Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

# UPK Planning Template

## Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

| LEA Name | Contact Name and Title of the Individual Self-Certifying the Statement Above | Email | Phone |
|---|---|---|---|
| Audeo Charter School II | Tim Tuter | ttuter@altusschools.net | 858-678-2042 |

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

    a. Yes

    b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

## Projected Enrollment and Needs Assessment

### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)

    - As a non-classroom based, independent study charter school program, Audeo II does not have an attendance area.

2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.[7] Complete the following tables.[8]

    - Because families within San Diego and any contiguous county may enroll in Audeo Charter School II, there is no reasonable means to determine how many eligible students may enroll. Data in the table below is based on current enrollment in Audeo II's TK program and data from current families who have indicated intent to enroll siblings as they become TK eligible.

**Table: Projected Student Enrollment**

[7] If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

[8] See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

| Type of Student | 2019–20 | Current (TK-eligible children turn five between September 2 and December 2, inclusive) | 2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive) | 2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) 4 | 2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive) | 2025–26 (TK-eligible children turn four by September 1) |
|---|---|---|---|---|---|---|
| TK Students | 0 | 0 | 0 | 0 | 0 | 0 |
| CSPP (if applicable) | 0 | 0 | 0 | 0 | 0 | 0 |

**Table: Facilities Estimates (Cumulative)**

| Type of Facility | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|---|
| TK Classrooms | 0 | 0 | 0 | 0 | 0 | 0 |
| CSPP Classrooms | 0 | 0 | 0 | 0 | 0 | 0 |
| Head Start or Other Early Learning and Care Classrooms | 0 | 0 | 0 | 0 | 0 | 0 |

**Table: Staffing Estimates (Cumulative)**

| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|---|
| TK | 0 | 0 | 0 | 0 | 0 | 0 |
| TK Teacher's Assistants | 0 | 0 | 0 | 0 | 0 | 0 |
| CSPP (if applicable) | 0 | 0 | 0 | 0 | 0 | 0 |

| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|---|
| **Other CSPP Classroom Staff (if applicable)** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Early Education District-level staffing (if applicable)** | 0 | 0 | 0 | 0 | 0 | 0 |

3. As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

   Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

| 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 |

Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d).

**Table: Projected Number of Slots Available for TK Students**

| Slot Type | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---|---|---|---|---|---|---|
| **CSPP** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Head Start** | 0 | 0 | 0 | 0 | 0 | 0 |
| **ASES Program/ELO-P** | 0 | 0 | 0 | 0 | 0 | 0 |

***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programing and before school and after-school, intersession, and summer learning and care.

### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What is the LEA's vision for UPK?

   Audeo Charter School II's vision is to provide a personalized instructional program with intensive parental involvement that demonstrates positive outcomes for each student. Audeo II's educational model is a blended model that offers a non-classroom based, independent study program to students in grades TK-12. The Charter School currently has no TK students, and does not expect to enroll TK students through 2025, in accordance with its most recent charter renewal agreement. When the Charter School does enroll TK students, the TK family will collaborate with credentialed educators from the school site to plan and deliver daily instruction to the student in their home. The Charter School will provide opportunities for enrichment, assessment, and a daily synchronous learning session to all students.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

   Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code

Section 46120 subdivisions (b) and (d). The educational program at Audeo II focuses on students working at home with a parent or other adult to complete all required instructional activities.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

   Audeo II's current administrative structure supports the current student enrollment. Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d).

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

   Current charter school staff will continue to oversee all aspects of the TK-12$^{th}$ grade program. An organizational chart is provided in the appendix.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

   Current charter school staff will continue to oversee all aspects of the TK-12th grade program. An organizational chart is provided in the appendix.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

   Audeo II currently embeds all grade levels, TK-12 into its LCAP. No changes are necessary.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

   Audeo II adheres to all local, state, and federal law regarding the inclusion of students with disabilities at all grade levels. Audeo II's special education staff will work with all students who qualify for special education and related services according to the terms of the students' Individualized Education Program. No changes are necessary.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

   Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d). When TK enrollment resumes, Audeo Charter School II will reach out annually to local preschools in areas where current students live to help create a smooth transition for those students that ultimately decide to enroll in the Charter School.

***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

   a. TK offered at all sites

   b. TK offered at some sites

   c. TK stand-alone classes

   d. TK and kindergarten combination classes

   e. CSPP and TK combination classes (CSPP funding and ADA funding)

   f. Locally-funded preschool and TK combination classes

   g. CSPP stand-alone classes

   h. Head Start stand-alone classes

   i. Other: Independent study individualized learning program. Students complete assignments at home with parent or other adult providing direct instruction in collaboration with credentialed teacher. The Charter School will offer optional enrichment sessions weekly.

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[9] [select one]

    a. Full Day TK: with the understanding that Audeo II defines 3.5 hours per day at home as full day TK

    b. Part Day TK

    c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. Audeo II provides curriculum and collaboration to families that want to homeschool their children. Through its independent study model, the Charter School guides parent/guardians in best practices for supporting young learners. The Charter School also provides opportunities for synchronous instruction as required by AB167.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

    a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

    b. Yes - the LEA applied for a new CSPP contract in 2022–23

    c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

    d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

    e. No - the LEA has no plans to begin or expand a CSPP contract in future years

    f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

[9] The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

a. Three-year-old children

b. Four-year-old children who will not be enrolled in TK in the current school year

c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

   a. 2022–23 (Birthdays February 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

   b. 2023–24 (Birthdays April 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

   c. 2024–25 (Birthdays June 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.**

1. How does the LEA's UPK Plan prioritize parental needs and choices? Audeo II provides an educational alternative for families that choose to teach their children at home with materials and support provided by the Charter School. Parents are intimately involved in planning and delivering their children's educational experiences and are engaged in regular conversations with their teacher of record regarding needs and choice in their child's learning.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d). The Charter School does not plan on offering access to these programs or engaging with partners to provide them. Families that request additional information on educational alternatives are referred to the California Charter School Association's website: www.CCSA.org.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? As a charter school, Audeo II does not have an attendance boundary and, thus, cannot identify partners within that boundary.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? Audeo Charter School II will reach out annually to local preschools in areas where current students live to help create a smooth transition for those students that ultimately decide to enroll in the Charter School. This outreach will include providing information regarding service to children with disabilities. The Charter School will plan and implement information sessions available to the public on topics of interest to early learning partners and care providers, including how children with disabilities will be served.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d).

***Required Questions***

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

    a. Parent Teacher Association Meetings

    b. Family or parent surveys

    c. English Learner Advisory Committee (ELAC)

    d. District English Learner Advisory Committee (DELAC)

    e. Special Education Local Plan Area (SELPA)

    f. School Site Council

    g. District Advisory Committee

    h. LCAP educational partners input sessions

    i. Tribal Community input session

    j. Co-hosting events with community-based organizations (CBOs)

    k. Hosting meet and greets with the early learning and care community

    l. LPC Meetings

    m. Local Quality Counts California (QCC) consortia meetings

    n. First 5 County Commission meetings

    o. Community Advisory Committee (CAC)

p. Head Start Policy Council meetings

q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

r. Other [describe, open response]

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)

c. CSPP (on an LEA site)

d. CSPP (at a CBO site)

e. LEA- or locally-funded preschool

f. Head Start

g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

h. Other CBO preschool

i. State subsidized child care (not including CSPP)

j. Other [describe, open response]: Audeo Charter School II does not enroll any pupils in a classroom-based instructional program. Thus, it does not receive funding for, nor is it required to offer access to, expanded learning opportunity programs (Education Code Section 46120 subdivisions (b) and (d).

## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate $100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

*EC* Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both.

b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).

c. A Child Development Teacher Permit issued by the CTC.

*EC* Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.**

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? Audeo Charter School II currently has access to educators that meet the requirements contained in Education Code 48000(g)(4) that is expected to become effective August 1, 2023. These educators will be available to teach TK when it is again provided at Audeo II.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? Audeo II does not plan to partner with these providers to offer joint professional learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:

    a. Who will receive this professional learning?

        i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)

        ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)

    b. What content will professional learning opportunities cover?

        i. Effective adult-child interactions

        ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

        iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

        iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

        v. Implicit bias and culturally- and linguistically-responsive practice

        vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice

        vii. Curriculum selection and implementation

        viii. Creating developmentally-informed environments

        ix. Administration and use of child assessments to inform instruction

        x. Support for multilingual learners, including home language development and strategies for a bilingual classroom

xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning

xii. Engaging culturally- and linguistically-diverse families

c. How will professional learning be delivered?

i. Coaching and mentoring

ii. Classroom observations and demonstration lessons with colleagues

iii. Workshops with external professional development providers

iv. Internally-delivered professional learning workshops and trainings

v. Operating an induction program

vi. Partnerships with local QCC professional learning in CSPP settings

vii. In mixed groupings (for example, TK and CSPP teachers)

Audeo Charter School II currently offers professional learning to meet the needs of the Charter School's diverse students and the teachers and families who support them. This plan, called Altus University, is a comprehensive professional learning plan for staff and families, aligned to the California Quality Professional Learning Standards, California Standards for the Teaching Profession, and the LCFF State Priorities for Student Learning. The plan is based on five key pillars of professional growth: Curriculum Content Training, Student Engagement, Ethical Responsibilities, Efficiency and Effectiveness, and Strategic Planning. These key pillars support workforce collaboration, knowledge transfer and management, and best practices to ensure sustainability and innovation. Courses and course content is informed by student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. In short, Altus University is a school within a school for the purposes of teaching and learning for all. Audeo II plans to continue offering Altus University to all educators, including those within the P-3 continuum.

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress? Audeo Charter School II follows a well-developed Leadership Management System to guide its instructional program and supporting departments. Within this system, all school

staff, students, and families are included in two-way communications that support student transitions, allow strategies to be shared, and provide for progress monitoring.

***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

    a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

    b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

    c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

    d. Join an existing intern preparation program to recruit and prepare teachers for your LEA

    e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

    f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

    g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

i. Apply for workforce development funding and competitive grant opportunities from the CDE

j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

k. Provide advising on credential requirements and options for how to meet these requirements

l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

o. Other [describe, open response]

p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and how to meet the requirements

h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

i. Develop or work with an established mentorship program to support new TK teachers

j. Other [describe, open response]

k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

h. Offer unit-bearing coursework at a local district site during times that work for teachers

i. Other [describe, open response]

j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit.

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

   a. Ages & Stages Questionnaire (ASQ)

   b. BRIGANCE Early Childhood Screen

   c. Desired Results Developmental Profile (DRDP)

   d. Developmental Reading Assessment (DRA)

   e. LEA-based, grade level benchmarks and a report card

   f. Teaching Strategies GOLD (TS GOLD)

   g. Work Sampling System (WSS)

   h. Other:

   i. The LEA does not plan to offer professional learning on child observational assessments at this time

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

   a. Effective adult-child interactions

   b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

   c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

   d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

   e. Implicit bias and culturally- and linguistically-responsive practice

   f. ACEs and trauma- and healing-informed practice

   g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k. Serving children with disabilities in inclusive settings, including Universal Design for Learning

l. Engaging culturally- and linguistically-diverse families

m. Other [describe, open response]

n. Site leaders and principals will not be offered professional learning on early childhood education

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the *California Preschool Curriculum Frameworks* (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. Audeo Charter School II will not be offering preschool, and therefore does not need a curriculum for preschool. TK curriculum is currently being used that is aligned with CDE's TK Implementation Guide.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity Audeo Charter School II will not be offering preschool, and therefore does not need a curriculum for preschool. TK curriculum currently in use at Audeo Charter School is aligned with CDE's TK Implementation Guide. This same curriculum will be implemented when Audeo Charter School II again enrolls TK students, and will be reviewed annually for alignment to the California Preschool Learning foundations.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students? Audeo Charter School II will not be offering preschool. TK is currently being offered by Audeo Charter School. Once Audeo Charter School II again enrolls TK students, classroom organizational practices already in use at Audeo will be implemented, and will be reviewed by staff and school leadership regularly to ensure a positive learning environment for a diverse population. Going forward, regular staff observations, evaluations, and professional development will ensure continuance of this positive environment.

Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned. Audeo Charter School II will not be offering preschool and is currently not enrolling students in grades TK-5 in compliance with its most current charter renewal. Once TK students are again enrolled, TK classroom practices will be aligned with CDE's TK Implementation Guide, and/or the California Preschool Learning foundations.

What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? Audeo Charter School II will not be offering preschool and is currently not enrolling students in grades TK-5 in compliance with its most current charter renewal. Once TK students are again enrolled, Audeo Charter School II will provide all required services for children with disabilities in grades TK-12th grade. These include, but are not limited to specialized academic instruction, occupational therapy, speech therapy, educationally related mental health services, and adaptive physical education therapy. Sometimes, these services will be provided during optional enrichment activities, where students with disabilities are encouraged to attend and included in small group work with general education students. During this small group work, teachers will provide scaffolding through differentiation of instruction in addition to peer modeling and special education 'push in' services.

4. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? Audeo Charter School II is currently not enrolling students in grades TK-5 in compliance with its most current charter renewal. Once TK students are again enrolled, the Charter School will employ generally recognized English Learner techniques with students. Curriculum provided for daily instruction will include both Integrated English Language Development and Designated English Language Development components. Specially designed academic instruction in English (SDAIE) strategies will also be embedded within the TK-12th grade curriculum and practiced in all enrichment activities on site.
5. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? Once Audeo Charter School II again enrolls TK- 5th grade students, staff will regularly assess all students using formative and summative assessments including, but not limited to, computerized assessments such as MobyMax, NWEA, and Edgenuity; individual kindergarten readiness assessments and periodic performance assessments performed by the teacher of record; curriculum-based assessments; and CAASPP (for grades 3 and up).

***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

    a. Dual language program with a language allotment[10] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

    d. Dual language program with a language allotment of 70/30 [open response for language offered]

    e. English-only instruction with home-language support

    f. None

    g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

    a. Dual language program with a language allotment[11] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

[10] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).
[11] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

d. Dual language program with a language allotment of 70/30 [open response for language offered

e. English-only instruction with home-language support

f. None: Not providing CSPP

g. Other [describe, open response]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

   a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

   b. Implement the CSEFEL Pyramid Model in the classroom

   c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts): Note: students may be offered the opportunity to attend enrichment sessions one time per week. This environment will be developmentally appropriate to promote social-emotional learning and executive function skills.

   d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings: Note students may be offered the opportunity to attend enrichment sessions one time per week. This environment will be developmentally appropriate to promote social-emotional learning and executive function skills.

   e. Use developmental observations to identify children's emerging skills and support their development through daily interactions Note: students may be offered the opportunity to attend enrichment sessions one time per week. This environment will be developmentally appropriate to promote social-emotional learning and executive function skills.

   f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction Note: students may be offered the opportunity to attend enrichment sessions one time per week. This

environment will be developmentally appropriate to promote social-emotional learning and executive function skills.

g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning Note: students are offered the opportunity to attend enrichment sessions one time per week. This environment is developmentally appropriate to promote social-emotional learning and executive function skills.

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

   a. Implement Universal Design for Learning

   b. Provide adaptations to instructional materials

   c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

   d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

   e. Provide additional staff to support participation in instruction

   f. Other: Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) during enrichment sessions if possible, or as individual services.

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

   a. ASQ

   b. BRIGANCE Early Childhood Screen

   c. DRDP

   d. DRA

   e. LEA-based grade level benchmarks and a report card

f. TS GOLD

g. WSS

h. Other: Computer adaptive assessments; curriculum embedded assessments; ESGI

i. The LEA does not plan to use a common TK assessment

j. Unsure

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

**For Facilities:**

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### *Recommended Planning Questions*

**The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? At present, Audeo Charter School successfully integrates grades TK-5 on its campus during enrichment offerings. Generally, grades TK-2 are present on different days than grades 3-5. Once Audeo Charter School II again begins enrolling students in TK-5$^{th}$ grade, the Charter School plans to implement a similar model.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. As a non-classroom based charter school, there is no transportation needed for or provided to families.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) Audeo Charter School II will abide by the State Meal mandate for Non-classroom Based Charter Schools, offering at least one nutritionally adequate meal for eligible pupils on any school day that the pupil is scheduled for educational activities lasting two or more hours at the school site. Students will be allowed a meal break in their scheduled time on site and provided nutrition choices if needed or desired.

Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? Audeo Charter School II, as a non-classroom based charter school, does not provide early education programs and thus there is no displacement of existing programs.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

    a. Yes: As long as Audeo Charter School II is permitted to serve this grade level through a non-classroom based model, we have no need for additional space.

    b. No

        i. If no, how many more classrooms does the LEA need? [identify number, open response]

        ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

    a. Yes. As long as Audeo Charter School II is permitted to serve this grade level through a non-classroom based model, current facilities are adequate for current needs.

    b. No

        i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

    a. Yes

    b. No

        i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

    a. Yes:

    b. No

        i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

    a. Turfed area

    b. Paved area

    c. Apparatus area

    d. Land required for buildings and grounds

    e. Total square feet required

    f. None of the above

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

    a. Transportation to and from the TK program

    b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No

# Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

**None at this time**

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

    a. Support for parent surveys to gauge interest in service delivery models

    b. Data analysis capacity building to support staff to refine enrollment projections based on community context

    c. Information on program eligibility requirements to project enrollment across programs

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

    a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

    b. Creating inclusive classrooms, including implementing Universal Design for Learning

    c. Templates or framework for drafting a P–3 vision that partners and parents support

    d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

    e. Support for developing and applying to administer a CSPP contract

f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

g. Guidance on best practices for smooth transitions through the P–3 continuum

h. Considerations for TK early admittance

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

   a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice

   b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables

   c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings

   d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

   e. Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

   a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

   b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

   c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge

f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

a. Effective adult-child interactions

b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

e. Implicit bias and culturally- and linguistically-responsive practice

f. Trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k. Serving children with disabilities in inclusive settings, including Universal Design for Learning

l. Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

    a. Coaching and mentoring

    b. Classroom observations and demonstration lessons with colleagues

    c. Workshops with external professional development providers

    d. Internally-delivered professional learning workshops and trainings

    e. Operating an induction program

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

    a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)

    b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

    c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

    d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

    e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

    f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

    g. Guidance on appropriate assessment selection and utilization

    h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

    a. Using manipulatives to develop fine motor skills

    b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

    c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences

    d. Using differentiated groups that include individual, small, and large group experiences

    e. Considering the structure of the daily routine to enhance individual and group learning experiences

    f. Encouraging purposeful play, choice, social interactions, and collaboration

    g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment

    h. Using child development knowledge to guide instructional approaches

    i. Providing language- and literacy-rich environments

    j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms

    k. Facilitating development and exploration through art

    l. Incorporating inclusive practices

    m. Supporting students' home language and English language development

    n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

    o. Universal Design for Learning

    p. Integrated English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

    a. Guidance on how to modify an elementary school classroom to serve young children

    b. Strategies to address transportation issues related to UPK access and enrollment

    c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

    d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

    e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

# Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE’s Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

# Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

## Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

## Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

## Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

*Preschool Curriculum Frameworks,* California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

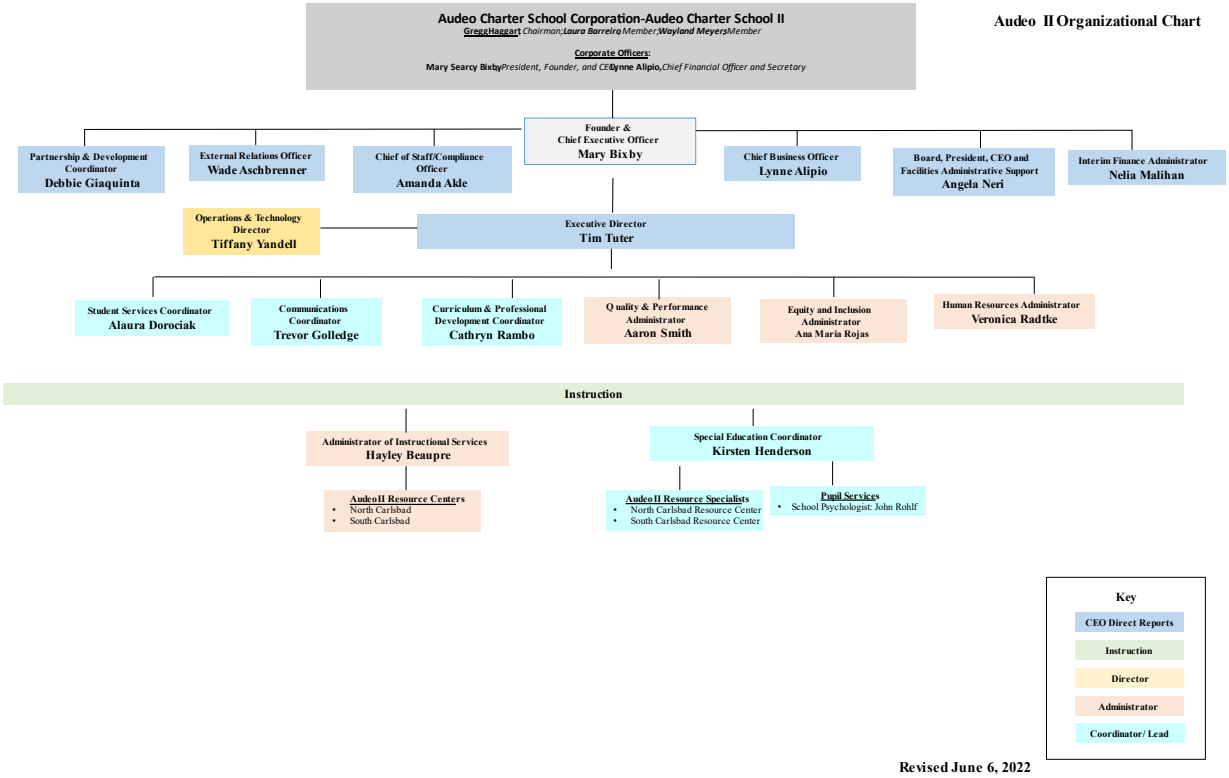
**Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]

# Appendix III – Organizational Chart: Audeo Charter School Corporation – Audeo Charter School II




Revised June 6, 2022

Audeo II Charter School

# Assumptions for the May Revised Operational Budget
# FY 2021-22

The 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 48.95%.

* **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 – 2022-23 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 2021-22 |
|---|---|
| Grades 4-6 Base Grant | $8,215 |
| Grades 7-8 Base Grant | $8,458 |
| Grades 9-12 Adjusted Base Grant | $10,057 |
| Statutory Cost of Living Allowance (COLA)* | 5.07% |
| Audeo II 's Unduplicated Pupil Percentage (Rolling Average) | 48.95% |
| District's Unduplicated Pupil Percentage (Carlsbad Unified) | 23.35% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) | FY 2019-20 (Actual P-2) |
|---|---|---|---|
| Enrollment | **204** | **288** | **244** |
| ADA: | | | |
| Grade 4-6 | 5.31 | 3.48 | 3.48 |
| Grade 7-8 | 17.65 | 17.46 | 17.46 |
| Grade 9-12 | 207.00 | 277.00 | 277.00 |
| **Total ADA** | **229.96** | **297.94** | **297.94** |

**REVENUE PROJECTIONS**

**Table 3:**

| Description | FY 2021-22 |
|---|---|
| LCFF Sources | $2,488,401 |
| Federal Revenues | 489,172 |
| State Revenues Other than LCFF | 681,091 |
| Local Revenues Including PPP Loan Forgiveness | 453,097 |
| **Total Projected Revenues** | **$4,111,761** |

- **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).

  Audeo II's ILPT for FY 2021-22 P-1 ADA for students residing in three basic aid districts (Carlsbad Unified School District, San Dieguito Union High School District, and Newport-Mesa Unified School District) amounted to $1,207,460.

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **ESSA: School Improvement (CSI) Funding for LEAs** is a Federal funding for LEAs with schools identified as requiring support consistent with the California State Plan for Every Student Succeeds Act. Audeo II has included $191,733 of its allocation in this budget.

  **Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

  On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo II 's ESSER II allocation is $160,715 and of that amount, $45,674 was spent in FY 2020-21 and $54,831 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 allocation is $361,202 and of that amount it has included $11,000 in this budget.

- **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. Funds must be spent by August 31, 2022. Audeo II 's apportionment is $224,537 and of this amount, $111,809 was received in FY 20-21 and $13,375 was received this fiscal year.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $715 per CY P-2 ADA while **Federal IDEA** revenues are projected at $139.61 per PY California Basic Educational Data System (CBEDS) count.

- **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 II's allocation total is $40,682 and of that amount it has included the first 80% apportionment of $32,546 in its budget.

- **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 $17.21 for Grades K-8 and $47.84 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. Audeo II included the $338,121 CTE grant for this fiscal year.

- **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. $762 of dispute prevention and $4,000 of learning recovery funds are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high schools' pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo II's total allocation is $40,085 and of this amount it has included the first 75% apportionment of $30,064 in its budget.

- **Local Revenue – PPP Loan Forgiveness:** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo Charter School II applied for

and received the loan in May of 2020. In July of 2021, the loan amount plus accrued interest amounting to $420,597 was forgiven and recorded under Local Revenue.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 21-22** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 11.00 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead) | 1200 | 1.10 |
| Certificated Supervisor & Administrator | 1300 | 0.52 |
| Other Certificated Teacher Resource (CTR) | 1900 | 1.00 |
| Classified Support (Admin Support) | 2300 | 0.20 |
| Clerical, Technical & Office Staff | 2400 | 4.40 |
| Other Classified (Administrative Support) | 2900 | 0.50 |
| **TOTAL FTE POSITIONS BUDGETED** | | **18.72** |

* 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 2021-22, 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 | 16.92% | |
| PERS (Classified Retirement) | 3211-12 | | 22.91% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $2,100<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .000095 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | .50% | .50% |
| Worker Compensation Insurance | 3601-02 | 1.12% | 1.12% |

## 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 $17,505 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 $551,472 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 the 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 2021-22, Audeo II has allocated $30,633 for marketing expenses included in the object code 5800 and represents 0.75% 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 $24,884 for FY 2021-22 for oversight fees.

## RESERVES

Audeo II has allocated reserves of $205,588 for FY 2021-22 representing 5% of total revenues of $4,111,761.

## FACILITIES

Audeo II carries contractual lease agreements with an annual cost of $266,641 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2024) is $686,725.

Audeo II Charter School

**MAY REVISED OPERATIONAL BUDGET**
**FY 2021-2022**

## REVENUES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | Increase (Decrease) |
|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | | |
| LCFF State Aid | 8011 | $ 1,243,947.00 | $ 2,516,903.00 | $ (1,272,956.00) |
| Education Protection Account | 8012 | 45,992.00 | 46,986.00 | (994.00) |
| In-Lieu of Property Taxes | 8096 | 1,207,460.00 | - | 1,207,460.00 |
| In-Lieu of Property Taxes - Prior Year | 8096 | (8,998.00) | - | (8,998.00) |
| **TOTAL, LCFF ENTITLEMENT** | | **$ 2,488,401.00** | **$ 2,563,889.00** | **$ (75,488.00)** |
| **FEDERAL REVENUES** | | | | |
| Special Ed: Federal IDEA | 8181 | $ 34,065.00 | $ 30,500.00 | $ 3,565.00 |
| ERMHS Level III | 8182 | 141,332.00 | 153,067.00 | (11,735.00) |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | 38,918.00 | 41,242.00 | (2,324.00) |
| Title II, Part A - Improving Teacher Quality Program | 8290 | 5,767.00 | 5,767.00 | - |
| Title III - Limited English Proficient Study Program | 8290 | 1,521.00 | 1,521.00 | - |
| Title IV - Part A Student Support and Academic Enrichment | 8290 | 10,000.00 | 10,000.00 | - |
| ESSA: School Improvement Funding for LEAS | 8290 | 191,733.00 | 89,621.00 | 102,112.00 |
| CARES ACT Elementary and Secondary School Relief (ESSER) I | 8290 | 5.00 | 5.00 | - |
| CARES ACT Elementary and Secondary School Relief (ESSER) II | 8290 | 54,831.00 | 115,041.00 | (60,210.00) |
| Elementary and Secondary School Emergency Relief Fund (ESSER) III | 8290 | 11,000.00 | 10,000.00 | 1,000.00 |
| ELO ESSER II | 8290 | - | 33,061.00 | (33,061.00) |
| ELO GEER II | 8290 | - | 7,588.00 | (7,588.00) |
| ELO ESSER III State Reserve, Emergency Needs | 8290 | - | 21,552.00 | (21,552.00) |
| ELO ESSER III State Reserve, Learning Loss | 8290 | - | 37,152.00 | (37,152.00) |
| **TOTAL, FEDERAL REVENUES** | | **$ 489,172.00** | **$ 556,117.00** | **$ (66,945.00)** |
| **STATE REVENUES OTHER THAN LCFF** | | | | |
| Mandate Block Grant | 8550 | $ 13,612.00 | $ 13,612.00 | $ - |
| State Lottery Revenue - Non Prop-20 | 8560 | 50,734.00 | 39,996.00 | 10,738.00 |
| State Lottery Revenue - Non Prop-20 (PY) | 8560 | (1,071.00) | (1,071.00) | - |
| State Lottery Revenue - Prop-20 | 8560 | 20,231.00 | 15,949.00 | 4,282.00 |
| State Lottery Revenue - Prop-20 (PY) | 8560 | (742.00) | (742.00) | - |
| Special Education | 8792 | 164,421.00 | 167,975.00 | (3,554.00) |
| Dispute Prevention | 8590 | 762.00 | 3,343.00 | (2,581.00) |
| Learning Recovery Fund | 8590 | 4,000.00 | 20,000.00 | (16,000.00) |
| Special Education - Mental Health Level 2 | 8590 | 15,038.00 | 21,120.00 | (6,082.00) |
| Educator Effectiveness | 8590 | 32,546.00 | 32,546.00 | - |
| Career Technical Education Incentive Grant | 8590 | 338,121.00 | 505,084.00 | (166,963.00) |
| Expanded Learning Opportunity (ELO) Grant. | 8590 | 3,002.00 | 3,002.00 | - |
| Expanded Learning Opportunity (ELO) Paraprofessional | 8590 | 10,373.00 | 10,373.00 | - |
| A-G Access/Success Grant | 8590 | 21,866.00 | - | 21,866.00 |
| A-G Learning Loss Mitigation Grant | 8590 | 8,198.00 | - | 8,198.00 |
| **TOTAL, STATE REVENUES** | | **$ 681,091.00** | **$ 831,187.00** | **$ (150,096.00)** |
| **LOCAL REVENUES** | | | | |
| Interest Income | 8660 | $ 6,000.00 | $ 6,000.00 | $ - |
| All Other Local Revenue | 8699 | 26,500.00 | 26,000.00 | 500.00 |
| PPP Loan Forgiveness | 8699 | 420,597.00 | 420,597.00 | - |
| **TOTAL LOCAL REVENUES** | | **$ 453,097.00** | **$ 452,597.00** | **$ 500.00** |
| **TOTAL, REVENUES** | | **$ 4,111,761.00** | **$ 4,403,790.00** | **$ (292,029.00)** |

Audeo II Charter School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | Increase (Decrease) |
|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | |
| Teachers' Salaries | 1100 | $ 1,069,334.00 | $ 1,139,015.00 | $ (69,681.00) |
| Certificated Pupil Support Salaries | 1200 | 138,574.00 | 147,467.00 | (8,893.00) |
| Certificated Supervisor & Adm. Salaries | 1300 | 74,949.00 | 81,573.00 | (6,624.00) |
| Other Certificated Salaries | 1900 | 62,441.00 | 75,823.00 | (13,382.00) |
| **TOTAL, CERTIFICATED SALARIES** | | **$ 1,345,298.00** | **$ 1,443,878.00** | **$ (98,580.00)** |
| **CLASSIFIED SALARIES** | | | | |
| Classified Support Salaries | 2200 | - | - | - |
| Supervisors' and Administrator's Salaries | 2300 | $ 22,609.00 | $ 22,609.00 | $ - |
| Clerical,Technical, and Office Staff | 2400 | 252,462.00 | 268,149.00 | (15,687.00) |
| Other Classified Salaries | 2900 | 54,600.00 | 54,600.00 | - |
| **TOTAL, CLASSIFIED SALARIES** | | **$ 329,671.00** | **$ 345,358.00** | **$ (15,687.00)** |
| **EMPLOYEE BENEFITS** | | | | |
| STRS Retirement | 3100 | $ 227,667.00 | $ 244,304.00 | $ (16,637.00) |
| PERS Retirement | 3200 | 75,528.00 | 79,121.00 | (3,593.00) |
| Social Security/Medicare | 3300 | 44,564.00 | 47,261.00 | (2,697.00) |
| Health and Welfare | 3400 | 492,510.00 | 578,514.00 | (86,004.00) |
| Unemployment Insurance | 3500 | 8,348.00 | 8,946.00 | (598.00) |
| Workers Compensation Insurance | 3600 | 18,866.00 | 20,048.00 | (1,182.00) |
| **TOTAL EMPLOYEE BENEFITS** | | **$ 867,483.00** | **$ 978,194.00** | **$(110,711.00)** |
| **TOTAL PERSONNEL COST** | | **$ 2,542,452.00** | **$ 2,767,430.00** | **$(224,978.00)** |

Audeo II Charter School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | Increase (Decrease) |
|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | |
| Textbooks | 4100 | $ 15,108.00 | $ 16,339.00 | $ (1,231.00) |
| Books and Other Reference Materials | 4200 | 3,525.00 | 6,290.00 | (2,765.00) |
| Instructional Materials and Supplies | 4300 | 24,322.00 | 70,034.00 | (45,712.00) |
| On-Line Courses | 4312 | 25,072.00 | 25,072.00 | - |
| Research and Development | 4313 | 4,376.00 | 4,376.00 | - |
| Non-Capitalized Equipment | 4400 | 94,132.00 | 31,736.00 | 62,396.00 |
| Food | 4700 | 1,136.00 | 6,000.00 | (4,864.00) |
| **TOTAL, BOOKS AND SUPPLIES** | | **$ 167,671.00** | **$ 159,847.00** | **$ 7,824.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | | |
| Travel and Conference | 5200 | $ 17,511.00 | $ 21,450.00 | $ (3,939.00) |
| Research and Development Travel | 5202 | 13,129.00 | 13,129.00 | - |
| Dues and Memberships | 5300 | 10,796.00 | 15,769.00 | (4,973.00) |
| Liability Insurance | 5400 | 27,808.00 | 26,808.00 | 1,000.00 |
| Operations and Housekeeping Services | 5500 | 67,482.00 | 75,919.00 | (8,437.00) |
| Rental, Leases & Repairs | 5600 | 307,570.00 | 335,601.00 | (28,031.00) |
| Prof/Consulting Services/Oper. Exp. | 5800 | 520,839.00 | 488,398.00 | 32,441.00 |
| Marketing | 5812 | 30,633.00 | 44,037.00 | (13,404.00) |
| Communication | 5900 | 27,056.00 | 60,144.00 | (33,088.00) |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$ 1,022,824.00** | **$ 1,081,255.00** | **$ (58,431.00)** |
| **CAPITAL OUTLAY** | | | | |
| Depreciation - Leasehold Improvement | 6900 | $ 147,309.00 | $ 147,309.00 | $ - |
| Depreciation - Equipment | 6900 | 24,985.00 | 24,985.00 | - |
| **TOTAL, CAPITAL OUTLAY** | | **$ 172,294.00** | **$ 172,294.00** | **$ -** |
| **OTHER OUTGO** | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | $ 932.00 | $ 2,774.00 | $ (1,842.00) |
| **TOTAL, OTHER OUTGO** | | **$ 932.00** | **$ 2,774.00** | **$ (1,842.00)** |
| **RESERVES** | | | | |
| Operational Reserve | 9780 | $ 102,794.00 | $ 110,095.00 | $ (7,301.00) |
| Reserve for Economic Uncertainties | 9789 | 102,794.00 | 110,095.00 | (7,301.00) |
| **TOTAL, RESERVES** | | **$ 205,588.00** | **$ 220,190.00** | **$ (14,602.00)** |
| **%** | | **5%** | **5%** | |
| **TOTAL, EXPENDITURES** | | **$ 4,111,761.00** | **$ 4,403,790.00** | **$ (292,029.00)** |

Audeo II Charter School

**Assumptions for Preliminary Operational Budget**
**FY 2022-23**

The 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 49.52%.

* **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 – 2022-23 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 2022-23 |
|---|---|
| Grades 4-6 Base Grant | $8,754 |
| Grades 7-8 Base Grant | $9,013 |
| Grades 9-12 Adjusted Base Grant | $10,717 |
| Statutory Cost of Living Allowance (COLA) | 6.56% |
| Audeo II 's Unduplicated Pupil Percentage (Rolling Average) | 49.52% |
| District's Unduplicated Pupil Percentage (Carlsbad Unified) | 23.35% |

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2022-23 (Estimated P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|---|---|---|---|
| Enrollment | **219** | **204** | **288** |
| ADA: | | | |
| Grade 4-6 | 5.31 | 5.31 | 3.48 |
| Grade 7-8 | 17.65 | 17.65 | 17.46 |
| Grade 9-12 | 213.43 | 207.00 | 277.00 |
| **Total ADA** | **236.39** | **229.96** | **297.94** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2022-23 |
|---|---|
| LCFF Sources | $2,739,788 |
| Federal Revenues | 538,079 |
| State Revenues Other than LCFF | 1,023,182 |
| Local Revenues | 28,500 |
| **Total Projected Revenues** | **$4,329,549** |

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

**ESSA: School Improvement (CSI) Funding for LEAs** is a Federal funding for LEAs with schools identified as requiring support consistent with the California State Plan for Every Student Succeeds Act. Audeo II has included $161,284 of its allocation in this budget.

**Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo II 's ESSER II allocation is $160,715 and of that amount, $100,505 was spent in FY 2020-21 and 2021-22. The remaining amount of $60,210 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 allocation is $361,202 and of that amount, $11,000 was spent in FY 2021-22 and $119,622 is included in this budget.

**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. Funds must be spent by August 31, 2022. Audeo II 's apportionment is $224,537 and of this amount, $125,184 was received in FY 20-22. The remaining balance of $99,353 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 can attend school and participate fully in school activities. Audeo II's allocation amount is $1,926.

**Project Safe from Exploitation (SaFE)** – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of $575,000 and Audeo II is a subrecipient for $4,100. As a subrecipient, Audeo II will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of $100 once the training is completed.

2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of $150 once the training is completed.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $820 per CY P-2 ADA while **Federal IDEA** revenues are projected at $125 per PY California Basic Educational Data System (CBEDS) count. An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of $39.67 per FY 20-21 CBEDS and this amounted to $9,679 for CSSD.

- **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 $18.34 for Grades K-8 and $50.98 for Grades 9-12.

- **One-time Discretionary Block Grant** proposed by Governor Newsom at $1,500 per PY P-2 ADA or a total of $344,940 for Audeo III. The funds will be used for professional development, instructional materials, and technology and resource center upgrades.

- **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. Audeo II included the $344,916 CTE grant 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 II's allocation total is $40,682 and of that amount it has included the second apportionment of $8,136 in its budget.

- **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. $6,567 of dispute prevention and $28,812 of learning recovery funds are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high schools' pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo II's total allocation is $40,085 and of this amount it has included the first 75% apportionment of $30,064 in its FY 21-22 budget and the remaining 25% amounting to $10,021 in its FY 22-23 budget.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo II's total allocation is $4,193.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 22-23** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 12.16 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead) | 1200 | 1.34 |
| Certificated Supervisor & Administrator | 1300 | 0.79 |
| Other Certificated Teacher Resource (CTR) | 1900 | 3.00 |
| Classified Support (Admin Support) | 2200 | 0.18 |
| Classified Supervisor & Administrator | 2300 | 0.15 |
| Clerical, Technical & Office Staff | 2400 | 2.98 |
| Other Classified (Administrative Support) | 2900 | 0.05 |
| **TOTAL FTE POSITIONS BUDGETED** | | **20.65** |

* 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 2022-23, 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 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $2,200<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .000095 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | .50% | .50% |
| Worker Compensation Insurance | 3601-02 | 1.12% | 1.12% |

## NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo II has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo II has allocated $18,380 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $533,181 representing 12.31% 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 the 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 2022-23, Audeo II has allocated $43,295 for marketing expenses included in the object code 5800 and represents 1% 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 $27,398 for FY 2022-23 for oversight fees.

## RESERVES

Audeo II has allocated reserves of $216,477 for FY 2022-23 representing 5% of total revenues of $4,329,549.

## FACILITIES

Audeo II carries contractual lease agreements with an annual cost of $266,269 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2024) is $420,084.

# Audeo II Charter School

## PRELIMINARY BUDGET
## FY 2022 - 2023

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | |
| LCFF State Aid | 8011 | $ | 2,692,510.00 |
| Education Protection Account | 8012 | | 47,278.00 |
| **TOTAL, LCFF ENTITLEMENT** | | **$** | **2,739,788.00** |
| **FEDERAL REVENUES** | | | |
| Special Ed: Federal IDEA | 8181 | $ | 23,375.00 |
| Special Ed: ARP | 8182 | | 9,679.00 |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | | 41,242.00 |
| Title II, Part A - Improving Teacher Quality Program | 8290 | | 5,767.00 |
| Title III - Limited English Proficient Study Program | 8290 | | 1,521.00 |
| Title IV - Part A Student Support and Academic Enrichment | 8290 | | 10,000.00 |
| ESSA: School Improvement Funding for LEAS | 8290 | | 161,284.00 |
| Elementary & Secondary School Emergency Relief (ESSER) II Fund | 8290 | | 60,210.00 |
| Elementary & Secondary School Emergency Relief (ESSER) III Fund | 8290 | | 119,622.00 |
| ELO ESSER II | 8290 | | 33,061.00 |
| ELO GEER II | 8290 | | 7,588.00 |
| ELO ESSER III State Reserve, Emergency Needs | 8290 | | 21,552.00 |
| ELO ESSER III State Reserve, Learning Loss | 8290 | | 37,152.00 |
| ARP - Homeless Children and Youth II (ARP-HCY II) | 8290 | | 1,926.00 |
| Project Safe Funding | 8290 | | 4,100.00 |
| **TOTAL, FEDERAL REVENUES** | | **$** | **538,079.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | |
| Mandate Block Grant | 8550 | $ | 10,974.00 |
| One-time Discretionary Block Grant | 8550 | | 344,940.00 |
| State Lottery Revenue - Non Prop-20 | 8560 | | 39,150.00 |
| State Lottery Revenue - Prop-20 | 8560 | | 15,612.00 |
| Special Education | 8792 | | 193,840.00 |
| Dispute Prevention | 8590 | | 6,567.00 |
| Learning Recovery Fund | 8590 | | 28,812.00 |
| Special Education - Mental Health Level 2 | 8590 | | 16,021.00 |
| Educator Effectiveness | 8590 | | 8,136.00 |
| Career Technical Education Incentive Grant | 8590 | | 344,916.00 |
| A-G Access/Success Grant | 8590 | | 7,289.00 |
| A-G Learning Loss Mitigation Grant | 8590 | | 2,732.00 |
| Ethnic Study | 8590 | | 4,193.00 |
| **TOTAL, STATE REVENUES** | | **$** | **1,023,182.00** |
| **LOCAL REVENUES** | | | |
| Interest Income | 8660 | $ | 6,500.00 |
| All Other Local Revenue | 8699 | | 22,000.00 |
| **TOTAL LOCAL REVENUES** | | **$** | **28,500.00** |
| **TOTAL, REVENUES** | | **$** | **4,329,549.00** |

Audeo II Charter School

# PRELIMINARY BUDGET
# FY 2022 - 2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **CERTIFICATED SALARIES** | | | |
| Teachers' Salaries | 1100 | $ | 1,227,293.00 |
| Certificated Pupil Support Salaries | 1200 | | 156,421.00 |
| Certificated Supervisor & Adm. Salaries | 1300 | | 118,643.00 |
| Other Certificated Salaries | 1900 | | 110,006.00 |
| **TOTAL, CERTIFICATED SALARIES** | | **$** | **1,612,363.00** |
| **CLASSIFIED SALARIES** | | | |
| Instructional Aides' Salaries | 2100 | $ | - |
| Classified Support Salaries | 2200 | | 13,749.00 |
| Supervisors' and Administrator's Salaries | 2300 | | 23,127.00 |
| Clerical,Technical, and Office Staff | 2400 | | 179,390.00 |
| Other Classified Salaries | 2900 | | 5,386.00 |
| **TOTAL, CLASSIFIED SALARIES** | | **$** | **221,652.00** |
| **EMPLOYEE BENEFITS** | | | |
| STRS Retirement | 3100 | $ | 307,961.00 |
| PERS Retirement | 3200 | | 56,233.00 |
| Social Security/Medicare | 3300 | | 40,336.00 |
| Health and Welfare | 3400 | | 506,952.00 |
| Unemployment Insurance | 3500 | | 9,170.00 |
| Workers Compensation Insurance | 3600 | | 20,541.00 |
| **TOTAL EMPLOYEE BENEFITS** | | **$** | **941,193.00** |
| **TOTAL PERSONNEL COST** | | **$** | **2,775,208.00** |

# Audeo II Charter School

## PRELIMINARY BUDGET
## FY 2022 - 2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | |
| Textbooks | 4100 | $ | 15,500.00 |
| Books and Other Reference Materials | 4200 | | 7,500.00 |
| Instructional Materials and Supplies | 4300 | | 32,400.00 |
| Edgenuity | 4312 | | 25,072.00 |
| Research and Development | 4313 | | 4,595.00 |
| Non-Capitalized Equipment | 4400 | | 15,570.00 |
| Food | 4700 | | 3,000.00 |
| **TOTAL, BOOKS AND SUPPLIES** | | **$** | **103,637.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | |
| Travel and Conference | 5200 | $ | 22,126.00 |
| Research and Development Travel | 5202 | | 13,785.00 |
| Dues and Memberships | 5300 | | 12,250.00 |
| Liability Insurance | 5400 | | 30,510.00 |
| Operations and Housekeeping Services | 5500 | | 78,355.00 |
| Rental, Leases & Repairs | 5600 | | 325,495.00 |
| Prof/Consulting Services/Oper. Expenses | 5800 | | 489,886.00 |
| Marketing Fees | 5812 | | 43,295.00 |
| Communication | 5900 | | 45,050.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$** | **1,060,752.00** |
| **CAPITAL OUTLAY** | | | |
| Depreciation - Leasehold Improvement | 6900 | $ | 147,309.00 |
| Depreciation - Equipment | 6900 | | 24,966.00 |
| **TOTAL, CAPITAL OUTLAY** | | **$** | **172,275.00** |
| **OTHER OUTGO** | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | $ | 1,200.00 |
| **TOTAL, OTHER OUTGO** | | **$** | **1,200.00** |
| **RESERVES** | | | |
| Operational Reserve | 9730 | $ | 108,239.00 |
| Reserve for Economic Uncertainties | 9770 | | 108,238.00 |
| **TOTAL, RESERVES** | | **$** | **216,477.00** |
| **%** | | | **5%** |
| **TOTAL, EXPENDITURES** | | **$** | **4,329,549.00** |

Audeo II Charter School

**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 24, 2022**

_____
Secretary

Audeo II Charter School

## Education Protection Account

Expenditure Plan for FY 2022-23

**Expenditures Through: June 30, 2023**

For Fund 01, Resource 1400: Education Protection Account

| Description | Object Codes | Amount |
|---|---|---|
| **Projected Amount Available for this Fiscal Year:** | 8012 | $ 47,278.00 |
| **Total Projected EPA Entitlement** | | $ **47,278.00** |
| **Projected Expenditures:** | | |
| **For Teachers' Salaries and Benefits Only** | | |
| Teachers' Salaries | 1100 | $ 32,977.87 |
| Retirement: STRS | 3111 | $ 6,298.76 |
| Medicare | 3321 | $ 480.43 |
| Health & Welfare | 3401 | $ 6,829.52 |
| Unemployment Insurance | 3501 | $ 164.90 |
| Workers' Compensation Insurance | 3601 | $ 369.34 |
| Mileage Allowance | 5200 | $ 157.18 |
| **Total Projected Expenditures** | | $ **47,278.00** |
| **Balance (Total Available minus Total Expenditures)** | | **-** |

Audeo 3 Charter School

# Assumptions for May Revised Operational Budget
# FY 2021-22

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 73.33%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

**BUDGET INFORMATION**

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 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 2021-22 |
|---|---|
| Grades 4-6 Adjusted Base Grant | $8,215 |
| Grades 7-8 Adjusted Base Grant | $8,458 |
| Grades 9-12 Adjusted Base Grant | $10,057 |
| Statutory Cost of Living Allowance (COLA)* | 5.07% |
| Audeo III's Unduplicated Pupil Percentage (Rolling Average) | 73.33% |
| District's Unduplicated Pupil Percentage (EUHSD) | 78.80% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) | FY 2019-20 (Actual P-2) |
|---|---|---|---|
| Enrollment | **119** | **135** | **116** |
| ADA: | | | |
| Grade 4-6 | 3.16 | 1.72 | 1.72 |
| Grade 7-8 | 15.41 | 12.74 | 12.74 |
| Grade 9-12 | 100.38 | 106.40 | 106.40 |
| **Total ADA** | **118.95** | **120.86** | **120.86** |

**REVENUE PROJECTIONS**

**Table 3:**

| Description | FY 2021-22 |
|---|---|
| LCFF Sources | $1,473,278 |
| Federal Revenues | $91,659 |
| State Revenues Other than LCFF | $369,664 |
| Local Revenues | $204,650 |
| **Total Projected Revenues** | **$2,139,251** |

- **In Lieu of Property Taxes** of $4,588.17 per current year (CY) P-2 ADA is based on FY 2021-22 P-1 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 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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

  On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo III's revised ESSER II allocation amount is $60,302 and of that amount, it has included $21,773 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 III's total revised ESSER III allocation amount is $135,526 and $11,581 is included in this budget.

- **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. Funds must be spent by September 30, 2024. Audeo III's revised allocation amount is $100,382 and of this amount, $50,282 was received in FY 20-21 and $5,684 in FY 21-22. The remaining balance is planned to be spent by the end of the grant term.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $715 per CY P-2 ADA while **Federal IDEA** revenues are projected at $139.61 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 $17.21 for Grades K-8 and $47.84 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. Audeo III included the $93,451 CTE grant for this fiscal year.

- **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. $1,208 of dispute prevention and $3,765 of learning recovery funds are included 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. Audeo III's allocation total is $27,685 and of this amount it has included the first 80% apportionment of $22,148 in its budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo III's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its budget.

- **Local Revenue – PPP Loan Forgiveness:** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Audeo III applied for and received the loan in May of 2020. In July of 2021, the loan amount plus accrued interest amounting to $196,200 was forgiven and recorded under Local Revenue.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | FY 21-22 |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 5.20 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead) | 1200 | 0.95 |
| Certificated Supervisor & Administrator | 1300 | 0.46 |
| Other Certificated Teacher Resource (CTR) | 1900 | 0.15 |
| Classified Support (Admin Support) | 2200 | 0.25 |
| Clerical, Technical & Office Staff | 2400 | 1.85 |
| **TOTAL FTE POSITIONS BUDGETED** | | **8.86** |

* To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 38 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2021-22, we estimated the Special Ed population at 32.4%.

## EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

**Table 5:**

| | Object | Certificated | Classified |
|---|---|---|---|
| STRS (Teachers Retirement) | 3111-12 | 16.92% | |
| PERS (Classified Retirement) | 3211-12 | | 22.91% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $7,300<br>- Dental $ 200<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 1.12% | 1.12% |

## 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 $8,900 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 $163,227 representing 7.63% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo III will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the 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 2021-22, Audeo III has allocated $15,668 for marketing expenses included in the object code 5800 and represents 0.73% of its total budget.

## DISTRICT OVERSIGHT FEES

Audeo III will pay its authorizing District (Escondido Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo III has budgeted $14,733 for FY 2021-22 for oversight fees, which is included in object code 5800.

## RESERVES

Audeo III has allocated reserves of $107,209 for FY 2021-22 representing 5% of total revenues of $2,139,251.

## FACILITIES

Audeo III carries contractual lease agreements with an annual cost of $118,138 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2028) is $842,301.

Audeo³ Charter School

# MAY REVISED OPERATIONAL BUDGET
## FY 2021-2022

## REVENUES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | | |
| LCFF State Aid | 8011 | $ 903,725.00 | $ 934,417.00 | $ (30,692.00) |
| Education Protection Account | 8012 | $ 23,790.00 | $ 24,238.00 | (448.00) |
| In-Lieu of Property Taxes | 8096 | $ 545,763.00 | $ 556,782.00 | (11,019.00) |
| **TOTAL, LCFF ENTITLEMENT** | | **$ 1,473,278.00** | **$ 1,515,437.00** | **$ (42,159.00)** |
| **FEDERAL REVENUES** | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | $ 14,938.00 | $ 13,375.00 | $ 1,563.00 |
| Special Ed: IDEA Mental Health Allocation Plan, Part B | 8182 | $ - | $ - | - |
| Elementary & Secondary School Emergency Relief (ESSER) | 8290 | $ 2.00 | $ 2.00 | - |
| Elementary & Secondary School Emergency Relief (ESSER) II Fund | 8290 | $ 21,773.00 | $ 21,773.00 | - |
| Elementary & Secondary School Emergency Relief (ESSER) III Fund | 8290 | $ 11,581.00 | $ 19,205.00 | (7,624.00) |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | $ 26,209.00 | $ 27,006.00 | (797.00) |
| Title II, Part A - Improving Teacher Quality Program | 8290 | $ 3,997.00 | $ 3,997.00 | - |
| Title III - Limited English Proficient Study Program | 8290 | $ 3,159.00 | $ 3,159.00 | - |
| Title IV, Part A, Student Support and Academic Enrich. | 8290 | $ 10,000.00 | $ 10,000.00 | - |
| ELO Grant: ESSER II State Reserve | 8290 | $ - | $ - | - |
| ELO Grant: GEER II | 8290 | $ - | $ - | - |
| ELO Grant: ESSER III State Reserve, Emergency Needs | 8290 | $ - | $ - | - |
| ELO Grant: ESSER III State Reserve, Learning Loss | 8290 | $ - | $ - | - |
| **TOTAL, FEDERAL REVENUES** | | **$ 91,659.00** | **$ 98,517.00** | **$ (6,858.00)** |
| **STATE REVENUES OTHER THAN LCFF** | | | | |
| Mandate Block Grant | 8550 | $ 5,339.00 | $ 5,339.00 | $ - |
| State Lottery Revenue - Non Prop-20 | 8560 | $ 19,907.00 | $ 19,754.00 | 153.00 |
| State Lottery Revenue - Prop-20 | 8560 | $ 7,763.00 | $ 7,877.00 | (114.00) |
| Special Education | 8792 | $ 85,049.00 | $ 86,651.00 | (1,602.00) |
| Special Education - Mental Health Level 2 | 8590 | $ 12,850.00 | $ 42,623.00 | (29,773.00) |
| Career Technical Education Incentive | 8590 | $ 93,451.00 | $ 180,885.00 | (87,434.00) |
| Expanded Learning Opportunity | 8590 | $ 5,684.00 | $ 5,684.00 | - |
| Educator Effectiveness Block Grant | 8590 | $ 22,148.00 | $ 22,148.00 | - |
| Dispute Prevention | 8590 | $ 1,208.00 | $ 3,034.00 | (1,826.00) |
| Learning Recovery | 8590 | $ 3,765.00 | $ 13,653.00 | (9,888.00) |
| A-G Access/Success Grant | 8590 | $ 56,250.00 | $ - | 56,250.00 |
| A-G Learning Loss Mitigation Grant | 8590 | $ 56,250.00 | $ - | 56,250.00 |
| **TOTAL, STATE REVENUES** | | **$ 369,664.00** | **$ 387,648.00** | **$ (17,984.00)** |
| **LOCAL REVENUES** | | | | |
| Interest Income | 8660 | $ 4,450.00 | $ 5,450.00 | $ (1,000.00) |
| All Other Local Revenue | 8699 | $ 4,000.00 | $ 4,000.00 | - |
| PPP Loan Forgiveness | 8699 | $ 196,200.00 | $ 196,200.00 | - |
| **TOTAL LOCAL REVENUES** | | **$ 204,650.00** | **$ 205,650.00** | **$ (1,000.00)** |
| **TOTAL, REVENUES** | | **$ 2,139,251.00** | **$ 2,207,252.00** | **$ (68,001.00)** |

Audeo 3 Charter School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | |
| Certificated Teachers' Salaries | 1100 | $ 514,800.00 | $ 616,761.00 | $ (101,961.00) |
| Certificated Pupil Support Salaries | 1200 | $ 111,740.00 | $ 111,740.00 | - |
| Certificated Supervisors' & Administrators' Salaries | 1300 | $ 55,768.00 | $ 53,508.00 | 2,260.00 |
| Other Certificated Salaries | 1900 | $ 5,399.00 | $ 33,377.00 | (27,978.00) |
| **TOTAL, CERTIFICATED SALARIES** | | **$ 687,707.00** | **$ 815,386.00** | **$ (127,679.00)** |
| **CLASSIFIED SALARIES** | | | | |
| Non-Cert Support Salaries | 2200 | $ 30,562.00 | $ 30,562.00 | $ - |
| Clerical,Technical, and Office Staff | 2400 | $ 112,575.00 | $ 123,928.00 | (11,353.00) |
| **TOTAL, CLASSIFIED SALARIES** | | **$ 143,137.00** | **$ 154,490.00** | **$ (11,353.00)** |
| **EMPLOYEE BENEFITS** | | | | |
| STRS Retirement | 3100 | $ 116,360.00 | $ 137,963.00 | $ (21,603.00) |
| PERS Retirement | 3200 | $ 32,793.00 | $ 35,393.00 | (2,600.00) |
| Social Security/Medicare | 3300 | $ 21,003.00 | $ 24,476.00 | (3,473.00) |
| Health and Welfare | 3400 | $ 466,233.00 | $ 335,056.00 | 131,177.00 |
| Unemployment Insurance | 3500 | $ 4,153.00 | $ 4,849.00 | (696.00) |
| Workers Compensation Insurance | 3600 | $ 9,371.00 | $ 10,906.00 | (1,535.00) |
| **TOTAL EMPLOYEE BENEFITS** | | **$ 649,913.00** | **$ 548,643.00** | **$ 101,270.00** |
| **TOTAL PERSONNEL COST** | | **$ 1,480,757.00** | **$ 1,518,519.00** | **$ (37,762.00)** |

Audeo³ Charter School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | | FEBRUARY REVISED BUDGET | | INCREASE (DECREASE) |
|---|---|---|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | | | | |
| Textbooks and Core Curricula Materials | 4100 | $ | 10,325.00 | $ | 10,600.00 | $ | (275.00) |
| Books other than textbooks | 4200 | $ | 1,090.00 | $ | - | | 1,090.00 |
| Instructional Materials and Supplies | 4300 | $ | 16,896.00 | $ | 24,750.00 | | (7,854.00) |
| On-line Courses | 4312 | $ | 10,090.00 | $ | 10,090.00 | | - |
| Research and Development | 4313 | $ | 2,225.00 | $ | 2,225.00 | | - |
| Non-Capitalized Equipment | 4400 | $ | 42,099.00 | $ | 15,870.00 | | 26,229.00 |
| Food | 4700 | $ | 1,898.00 | $ | 4,259.00 | | (2,361.00) |
| **TOTAL, BOOKS AND SUPPLIES** | | **$** | **84,623.00** | **$** | **67,794.00** | **$** | **16,829.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | | | | | |
| Travel and Conference | 5200 | $ | 7,903.00 | $ | 10,150.00 | $ | (2,247.00) |
| Research and Development - Travel | 5202 | $ | 6,675.00 | $ | 6,675.00 | | - |
| Dues and Memberships | 5300 | $ | 3,187.00 | $ | 5,070.00 | | (1,883.00) |
| Liability Insurance | 5400 | $ | 10,055.00 | $ | 10,390.00 | | (335.00) |
| Operations and Housekeeping Services | 5500 | $ | 34,017.00 | $ | 37,942.00 | | (3,925.00) |
| Rental, Leases & Repairs | 5600 | $ | 162,408.00 | $ | 156,991.00 | | 5,417.00 |
| Prof/Consulting Services/Oper. Expenses | 5800 | $ | 147,559.00 | $ | 197,779.00 | | (50,220.00) |
| Marketing Fees | 5812 | $ | 15,668.00 | $ | 23,056.00 | | (7,388.00) |
| Communication | 5900 | $ | 17,323.00 | | - | | 17,323.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$** | **404,795.00** | **$** | **448,053.00** | **$** | **(43,258.00)** |
| **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 | $ | 1,924.00 | $ | 2,580.00 | $ | (656.00) |
| **TOTAL, OTHER OUTGO** | | **$** | **1,924.00** | **$** | **2,580.00** | **$** | **(656.00)** |
| **RESERVES** | | | | | | | |
| Operational Reserve | 9730 | $ | 53,605.00 | $ | 55,182.00 | $ | (1,577.00) |
| Reserve for Economic Uncertainties | 9770 | $ | 53,604.00 | $ | 55,181.00 | $ | (1,577.00) |
| **TOTAL, RESERVES** | | **$** | **107,209.00** | **$** | **110,363.00** | **$** | **(3,154.00)** |
| **%** | | | **5%** | | **5%** | | |
| **TOTAL, EXPENDITURES** | | **$** | **2,139,251.00** | **$** | **2,207,252.00** | **$** | **(68,001.00)** |

Audeo 3 Charter School

# Assumptions for Preliminary Operational Budget
# FY 2022-23

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 74.29%.

* **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 – 2022-23 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 2022-23 |
|---|---|
| Grades 4-6 Adjusted Base Grant | $8,754 |
| Grades 7-8 Adjusted Base Grant | $9,013 |
| Grades 9-12 Adjusted Base Grant | $10,717 |
| Statutory Cost of Living Allowance (COLA) | 6.56% |
| Audeo III's Unduplicated Pupil Percentage (Rolling Average) | 74.29% |
| District's Unduplicated Pupil Percentage (EUHSD) | 78.80% |

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2022-23 (Estimated P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|---|---|---|---|
| Enrollment | **119** | **119** | **135** |
| ADA: | | | |
| Grade 4-6 | 3.16 | 3.16 | 1.72 |
| Grade 7-8 | 15.41 | 15.41 | 12.74 |
| Grade 9-12 | 100.38 | 100.38 | 106.40 |
| **Total ADA** | **118.95** | **118.95** | **120.86** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2022-23 |
|---|---|
| LCFF Sources | $1,582,678 |
| Federal Revenues | $199,538 |
| State Revenues Other than LCFF | $566,154 |
| Local Revenues | $6,500 |
| **Total Projected Revenues** | **$2,354,870** |

- **In Lieu of Property Taxes** of $4,588.17 per current year (CY) P-2 ADA is based on FY 2021-22 P-1 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 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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

**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 total revised ESSER III allocation amount is $135,526 and of this amount, $11,581 was included in its FY 21-22 budget and $90,940 in its FY 22-23 budget.

**Expanded Learning Opportunities (ELO) Grant** is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Audeo III's revised allocation amount is $100,382 and of this amount, $50,282 was received in FY 20-21 and $5,684 in FY 21-22. The remaining balance of $44,416 is included 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 can attend school and participate fully in school activities. Audeo III's allocation amount is $549.

**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 $1,900. 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 $820 per CY P-2 ADA while **Federal IDEA** revenues are projected at $125 per PY California Basic Educational Data System (CBEDS) count. An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of $39.67 per FY 20-21 CBEDS and this amounted to $4,245 for Audeo III.

- **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 $18.34 for Grades K-8 and $50.98 for Grades 9-12.

- **One-time Discretionary Block Grant** is proposed by Governor Newsome at $1,500 per PY P-2 ADA or a total of $178,425 for Audeo III. These funds will be used for professional development, instructional materials, and technology and resource center upgrades.

- **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. Audeo III included $172,784 of CTE grant for this fiscal year.

- **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. $4,176 of dispute prevention and $20,342 of learning recovery funds are included 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. Audeo III's allocation total is $27,685 and of that amount, $5,537 is included in its budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo III's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its FY 21-22 budget and the remaining 25% amounting to $37,500 in its FY 22-23 budget.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo III's total allocation is $2,352.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | FY 22-23 |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*, Instructional Leads) | 1100 | 7.30 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead) | 1200 | 1.29 |
| Certificated Supervisor & Administrator | 1300 | 0.57 |
| Other Certificated Teacher Resource (CTR) | 1900 | 2.00 |
| Classified Support (Admin Support) | 2200 | 0.09 |
| Classified Supervisor & Administrator | 2300 | 0.12 |
| Clerical, Technical & Office Staff | 2400 | 1.74 |
| Other Classified (Administrative Support) | 2900 | 0.03 |
| **TOTAL FTE POSITIONS BUDGETED** | | **13.14** |

* 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 2022-23, we estimated the Special Ed population at 32.4%.

## EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

**Table 5:**

| | Object | Certificated | Classified |
|---|---|---|---|
| STRS (Teachers Retirement) | 3111-12 | 19.10% | |
| PERS (Classified Retirement) | 3211-12 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $2,200<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 1.12% | 1.12% |

## 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 $9,345 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 $201,715 representing 8.57% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo III will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the 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 2022-23, Audeo III has allocated $18,839 for marketing expenses included in the object code 5800 and represents 0.80% of its total budget.

## DISTRICT OVERSIGHT FEES

Audeo III will pay its authorizing District (Escondido Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo III has budgeted $15,827 for FY 2022-23 for oversight fees, which is included in object code 5800.

## RESERVES

Audeo III has allocated reserves of $117,744 for FY 2022-23 representing 5% of total revenues of $2,354,870.

## FACILITIES

Audeo III carries contractual lease agreements with an annual cost of $121,409 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2028) is $724,164.

Audeo³ Charter School

# PRELIMINARY OPERATIONAL BUDGET
## FY 2022-2023

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | |
| LCFF State Aid | 8011 | $ | 1,013,125.00 |
| Education Protection Account | 8012 | $ | 23,790.00 |
| In-Lieu of Property Taxes | 8096 | $ | 545,763.00 |
| **TOTAL, LCFF ENTITLEMENT** | | **$** | **1,582,678.00** |
| **FEDERAL REVENUES** | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | $ | 11,263.00 |
| Special Ed: IDEA Local Assistance, Part B, Early Intervening Services | 8990 | $ | 1,988.00 |
| Special Ed: ARP IDEA Part B | 8182 | $ | 4,245.00 |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | $ | 27,081.00 |
| Title II, Part A - Improving Teacher Quality Program | 8290 | $ | 3,997.00 |
| Title III - Limited English Proficient Study Program | 8290 | $ | 3,159.00 |
| Title IV, Part A, Student Support and Academic Enrich. | 8290 | $ | 10,000.00 |
| Elementary & Secondary School Emergency Relief (ESSER) III Fund | 8290 | $ | 90,940.00 |
| ELO ESSER II | 8290 | $ | 14,780.00 |
| ELO GEER II | 8290 | $ | 3,392.00 |
| ELO ESSER III - Emergency Needs | 8290 | $ | 9,635.00 |
| ELO ESSER III - Learning Loss | 8290 | $ | 16,609.00 |
| ARP - Homeless Children Youth II | 8290 | $ | 549.00 |
| Other Federal - Project SaFE | 8290 | $ | 1,900.00 |
| **TOTAL, FEDERAL REVENUES** | | **$** | **199,538.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | |
| Mandate Block Grant | 8550 | $ | 5,458.00 |
| One-time Discretionary Block Grant | 8550 | $ | 178,425.00 |
| State Lottery Unrestricted - Non Prop-20 | 8560 | $ | 20,251.00 |
| State Lottery Restricted - Prop-20 | 8560 | $ | 8,076.00 |
| Special Education | 8792 | $ | 97,539.00 |
| Special Education - Mental Health Level 2 | 8590 | $ | 13,714.00 |
| Career Technical Education Incentive | 8590 | $ | 172,784.00 |
| Educator Effectiveness Block Grant | 8590 | $ | 5,537.00 |
| Dispute Prevention | 8590 | $ | 4,176.00 |
| Learning Recovery | 8590 | $ | 20,342.00 |
| A-G Access/Success Grant | 8590 | $ | 18,750.00 |
| A-G Learning Loss Mitigation Grant | 8590 | $ | 18,750.00 |
| Ethnic Studies Block Grant | 8590 | $ | 2,352.00 |
| **TOTAL, STATE REVENUES** | | **$** | **566,154.00** |
| **LOCAL REVENUES** | | | |
| Interest Income | 8660 | $ | 4,500.00 |
| All Other Local Revenue | 8699 | $ | 2,000.00 |
| **TOTAL LOCAL REVENUES** | | **$** | **6,500.00** |
| **TOTAL, REVENUES** | | **$** | **2,354,870.00** |

Audeo³ Charter School

# PRELIMINARY OPERATIONAL BUDGET
# FY 2022-2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **CERTIFICATED SALARIES** | | | |
| Certificated Teachers' Salaries | 1100 | $ | 629,252.00 |
| Certificated Pupil Support Salaries | 1200 | $ | 140,176.00 |
| Certificated Supervisors' & Administrators' Salaries | 1300 | $ | 83,166.00 |
| Other Certificated Salaries | 1900 | $ | 59,731.00 |
| **TOTAL, CERTIFICATED SALARIES** | | **$** | **912,325.00** |
| **CLASSIFIED SALARIES** | | | |
| Instructional Aides' Salaries | 2100 | $ | - |
| Classified Support Salaries | 2200 | $ | 44,438.00 |
| Supervisors' and Administrator's Salaries | 2300 | $ | 14,275.00 |
| Clerical,Technical, and Office Staff | 2400 | $ | 100,925.00 |
| Other Classified Salaries | 2900 | $ | 3,231.00 |
| **TOTAL, CLASSIFIED SALARIES** | | **$** | **162,869.00** |
| **EMPLOYEE BENEFITS** | | | |
| STRS Retirement | 3100 | $ | 174,254.00 |
| PERS Retirement | 3200 | $ | 41,320.00 |
| Social Security/Medicare | 3300 | $ | 25,688.00 |
| Health and Welfare | 3400 | $ | 272,252.00 |
| Unemployment Insurance | 3500 | $ | 5,376.00 |
| Workers Compensation Insurance | 3600 | $ | 13,118.00 |
| **TOTAL EMPLOYEE BENEFITS** | | **$** | **532,008.00** |
| **TOTAL PERSONNEL COST** | | **$** | **1,607,202.00** |

Audeo³ Charter School

# PRELIMINARY OPERATIONAL BUDGET
# FY 2022-2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | |
| Textbooks and Core Curricula Materials | 4100 | $ | 12,525.00 |
| Books other than textbooks | 4200 | $ | 1,500.00 |
| Instructional Materials and Supplies | 4300 | $ | 21,350.00 |
| On-line Courses | 4312 | $ | 10,090.00 |
| Research and Development | 4313 | $ | 2,336.00 |
| Non-Capitalized Equipment | 4400 | $ | 12,000.00 |
| Food | 4700 | $ | 5,000.00 |
| **TOTAL, BOOKS AND SUPPLIES** | | **$** | **64,801.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | |
| Travel and Conference | 5200 | $ | 19,169.00 |
| Research and Development - Travel | 5202 | $ | 7,009.00 |
| Dues and Memberships | 5300 | $ | 4,500.00 |
| Liability Insurance | 5400 | $ | 13,850.00 |
| Operations and Housekeeping Services | 5500 | $ | 44,270.00 |
| Rental, Leases & Repairs | 5600 | $ | 189,156.00 |
| Prof/Consulting Services/Oper. Expenses | 5800 | $ | 182,876.00 |
| Marketing Fees | 5812 | $ | 18,839.00 |
| Communication | 5900 | $ | 20,014.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$** | **499,683.00** |
| **CAPITAL OUTLAY** | | | |
| Depreciation - Leasehold Improvement | 6900 | $ | 53,617.00 |
| Depreciation - Equipment | 6900 | $ | 9,323.00 |
| **TOTAL, CAPITAL OUTLAY** | | **$** | **62,940.00** |
| **OTHER OUTGO** | | | |
| Debt Service Payment - Interest | 7438 | $ | 2,500.00 |
| **TOTAL, OTHER OUTGO** | | **$** | **2,500.00** |
| **RESERVES** | | | |
| Operational Reserve | 9730 | $ | 58,872.00 |
| Reserve for Economic Uncertainties | 9770 | $ | 58,872.00 |
| **TOTAL, RESERVES** | | **$** | **117,744.00** |
| **%** | | | **5%** |
| **TOTAL, EXPENDITURES** | | **$** | **2,354,870.00** |

Audeo 3 Charter School

**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 24, 2022

_____
Secretary

Audeo 3 Charter School

# Education Protection Account

Expenditure Plan for FY 2022-23

**Expenditures Through: June 30, 2023**

For Fund 01, Resource 1400: Education Protection Account

| Description | Object Codes | Amount |
|---|---|---|
| **Projected Amount Available for this Fiscal Year:** | 8012 | $ 23,790.00 |
| **Total Projected EPA Entitlement** | | $ **23,790.00** |
| **Projected Expenditures:** | | |
| **For Teachers' Salaries and Benefits Only** | | |
| Teachers' Salaries | 1100 | $ 16,079.99 |
| Retirement: STRS | 3111 | $ 3,071.30 |
| Medicare | 3321 | $ 234.50 |
| Health & Welfare | 3401 | $ 4,050.30 |
| Unemployment Insurance | 3501 | $ 80.44 |
| Workers' Compensation Insurance | 3601 | $ 180.10 |
| Mileage Allowance | 5200 | $ 93.37 |
| **Total Projected Expenditures** | | $ **23,790.00** |
| **Balance (Total Available minus Total Expenditures)** | | **-** |

California Department of Education
July 2021

# ESSER III Expenditure Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Audeo Valley Charter School | Sharnita Moore<br>Audeo Valley Charter School | smoore@audeovalley.com<br>951-247-6646 |

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address 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. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

| Plan Title | Where the Plan May Be Accessed |
|---|---|
| Local Control Accountability Plan (LCAP) | Available on the School's LCAP webpage: https://audeovalley.com/lcap/ |

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

| Total ESSER III funds received by the LEA |
|---|
| $400,610 |

| Plan Section | Total Planned ESSER III Expenditures |
|---|---|
| Strategies for Continuous and Safe In-Person Learning | $54,882 |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | $220,612 |
| Use of Any Remaining Funds | $125,117 |

**Total ESSER III funds included in this plan**

$400,610

# Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Audeo Valley regularly consults with community members to understand the academic, social-emotional and physical needs of their students and families. Audeo Valley utilizes multiple methods to engage the community, including school events, trainings, meetings and surveys. Additionally, Audeo Valley's educational model is centered on a strong school-to-home partnership which allows teachers, counselors and school leaders to quickly collect and respond to the unique needs of students and families. All information received from community members 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 following school community members have contributed to the development of the ESSER III Plan with corresponding methods:

- **Students**: Ongoing virtual and in-person PPEP Meetings, Character and Leadership Development Program, Wellness Week, College and Career Week, Senior Night Events and Surveys
- **Parents and Family Members**: Ongoing virtual and in-person PPEP Meetings, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Parents and Family Members of English Learners, Students With Disabilities, Foster and Homeless Youth, and Other Underserved Student Groups**: Opportunities to meet in-person or virtual with school administrators, Family Learning Series Trainings, Virtual Parent Night Events, Senior Night Events and Surveys
- **Teachers, Education Specialists and Certificated Teacher Resources (CTRs)**: Resource Center Meetings, Instructional Meetings, Altus University Trainings, Department Meetings and Surveys
- **School Staff**: Office Meetings, Department Meetings, Altus University Trainings and Surveys
- **Learning Lead, Administrator of Instructional Services, Special Education Coordinator:** Weekly Huddle Meetings and Surveys
- **Senior School Leadership Team**: Weekly Huddle Meetings
- **School Site Council**: Ongoing Meetings
- **English Language Advisory Committee**: Ongoing Meetings

It is important to note that Audeo Valley encourages all educational partners to participate in engagement and planning activities, including the development of the ESSER III. To our knowledge, none of the participants attending ESSER III engagement events expressly identified as representing a tribe, civil rights organization or community advocates of underserved student groups (SWDs, ELs, Foster and Homeless).

A summary of the input collected from each school community group is provided below, along with how it relates to development of the ESSER III Plan.

- Students want access to safe and supportive in-person school locations that are quiet and distraction-free. They report that access to instructional staff for in-person coaching and support will help them meet their individual academic goals, including earning credits needed for grade level advancement and graduating on-time with their high school cohort.
- Parents and family members desire educational options for students such as remote learning and access to in-person instruction. Parents and family members require the school to follow all health and safety precautions that help mitigate the spread of disease. This school group is concerned with student math and English skills and require additional opportunities for instruction.
- Parents and family members of underserved student groups require safe environments for students to learn, engaging curriculum and highly trained instructional staff. This school group is concerned with potential educational barriers, including access to home technology, transportation services, and a school nutrition program which allow students to academically thrive and close achievement gaps.

- Teachers, Education Specialists and Certificated Teacher Resources report that they want safe environments to teach, specifically facilities that are disinfected daily by janitorial services and HVAC systems that are capable of improving air quality. This school group requires new systems and tools to improve communication with students, parents and family members.
- School staff require technologies that enhance capability to perform essential work functions remotely. This group requires ongoing training and coaching that focus on full integration of these new technologies.
- School leaders require school locations that are safe, supportive and engaging to students and families. This group requires specialized educational programs and strategies that will increase student engagement and academic achievement, including additional paraprofessionals who can provide academic tutorials and assist teachers with implementation of the instructional plan.
- Senior Leadership Team report that they want safe environments for teachers to teach and students to learn. This group is committed to providing enhanced technologies to all employees to execute their essential job functions and provide an educational program to students and families that will meet their academic, social-emotional and physical needs.
- School Site Council and English Language Advisory Committees report that the educational program need to be focused on meeting the needs of All Students and ensuring that the most vulnerable student groups receive additional academic support and services that will close potential achievement gaps. This group support programs that break educational barriers, including providing Chromebooks and internet hotspots to families and healthy food options provided at each school location.

Audeo Valley (AV) began operations in 2021-22 and was not included in the original ESSER III allocations provided by the California Department of Education (CDE). The CDE Federal Stimulus Team communicated in an email dated November 1, 2021, that given the allocation for AV was not yet available, it would be unreasonable to require an ESSER III plan be approved by the October 29, 2021, deadline. The CDE released revised ESSER III allocations in December 2021 that included the amount allocated to AV. With the allocation known, AV began working with its educational partners to create draft its ESSER III Expenditure plan. However, as a new charter school in 2021-22, AV was not yet eligible to receive its ESSER III allocation until the CDE approved its LCAP Federal Addendum. AV received notice that its Federal Addendum was approved by the CDE on March 10, 2022. Now that AV is eligible to receive its allocation, the draft will be presented for adoption by its governing board at its next regularly scheduled board meeting on June 22, 2022.

Community engagement is key to supporting the School's comprehensive strategic planning, formulation of goals, actions and performance measures. The School continues to consult with community members throughout the 2021-2022 school year and their input will be integrated into future school plans.

A description of how the development of the plan was influenced by community input.

Audeo Valley is an academic intervention program committed to providing a personalized education to all students that will meet their unique needs. Students and family members report that they enroll in Audeo Valley because they want an educational program

that provides a safe environment, supportive culture, opportunity to graduate on-time and prepare for college and career pathways. While these key student and parent requirements have remained consistent even during the COVID-19 pandemic, the School has had to alter operations and approaches to meet their needs. In order to ensure that all students remain on-track for grade level promotion and graduation, the school plans to utilize ESSER III funds to hire additional paraprofessionals and add supplemental teaching days to increase student engagement and academic achievement in core courses.

From the onset of the COVID-19 pandemic, Audeo Valley has continued to meet key staff, student and parent requirements by remaining agile and innovative. Audeo Valley has been able to provide a rigorous online curriculum to those students and families who prefer to remain in distance learning due to concerns related to COVID-19. Additionally, Resource Centers have remained open to those families who prefer in-person instruction and support. The School has taken tremendous care in integrating COVID-19 health and safety protocols into each school location. As a result, families report high levels of satisfaction with school safety and the overall educational program. The school plans to utilize ESSER III funds in future years to maintain these health and safety protocols, including providing Personal Protective Equipment (PPE) at all school locations, daily janitorial services that clean and disinfect surfaces and upgraded HVAC systems designed to improve air quality.

While families remain very satisfied with the educational program, the School recognizes that the COVID-19 pandemic has impacted all aspects of life for the school community and is thus committed to developing an ESSER III Plan focused on increasing both academic achievement and the social-emotional health of all students, particularly for underserved student groups. Audeo Valley has a robust Data Integration System that monitors, measures and responds to student learning. This system is capable of quickly identifying students of underserved student groups that need additional support and services to meet grade level standards. These additional educational support opportunities include added time in Resource Centers, one-on-one tutoring provided by CTRs, nutrition and technology devices such as Chromebooks and internet data plans, for connectivity, that will ensure equity and access to the full instructional program and curriculum.

Since the onset of the COVID-19 emergency, School employees have worked tirelessly in remote and in-person environments to support school operations, and most importantly, help students meet their individual academic goals. Based upon feedback from staff, the school plans to utilize ESSER III funds to digitize student cumulative records. This will allow school employees to quickly access student records and remotely develop personalized educational plans. School staff expressed interest in improved work tools to complete essential job functions in increasingly digital world while remaining compliant with Federal, State and local requirements. Therefore, the school plans to initiate and expand the integration of Avaya Cloud, DocuSign and cloud-based solutions through the use of ESSER III funds.

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In

developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

**Total ESSER III funds being used to implement strategies for continuous and safe in-person learning**

$54,882

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| LCAP, Goal 4 | COVID-19 Health and Safety Protective Equipment | Personal Protective Equipment (PPE) and other resource center safety needs for school members and students to minimize potential exposure to disease and meet the policies and guidance provided by the Centers for Disease Control (CDC) – expanded beyond the 2021-22 LCAP to include the 2022-23 and 2023-24 years | $2,000 |
| LCAP, Goal 4 | COVID-19 Health and Safety Prevention Services | Janitorial services to clean and disinfect surfaces of germs which further reduces any risk of spreading infection – increased cleaning services in all school locations from 2-3 days per week to 5 days per week | $48,093 |
| LCAP, Goal 4 | COVID-19 Health and Safety Prevention Systems | HVAC systems inspection, testing, maintenance, repair, and upgrade to improve air quality in school facilities – added quarterly maintenance inspection for all school locations, including increased MERV/HEPA quality filters | $4,789 |

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

**Total ESSER III funds being used to address the academic impact of lost instructional time**

$220,612

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| LCAP, Goal 1 | Additional Educators and Supplemental Teaching Days | Add Paraprofessional (CTR) supports and supplemental teaching days from credentialed teaching staff to provide targeted Math and ELA tutorials to students failing or at risk of failing with the intention to increase student academic confidence, skills and knowledge – add two additional Paraprofessionals for the 2022-23 and 2023-24 school years | $220,612 |

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

**Total ESSER III funds being used to implement additional actions**

$125,117

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| N/A | Digitize Student Cumulative Records | Partner with Konica Minolta to digitize student cumulative records to allow school staff to quickly, accurately and remotely develop a personalized educational plan for each student that considers prior performance and educational experiences - these personalized educational plans will address the academic, social-emotional and behavior needs of students | $2,000 |

| Plan Alignment (if applicable) | Action Title | Action Description | Planned ESSER III Funded Expenditures |
|---|---|---|---|
| LCAP, Goal 2 | Equity and Access to the Educational Program | Provide Chromebooks and internet data plans to underserved students to aid in regular substantive educational interaction/synchronous learning between educators and pupils which will help remove opportunity gaps – additional funding for the 2022-23 and 2023-24 school years | $92,000 |
| LCAP, Goal 4 | Expanded School Nutrition Program | Provide a School Nutrition Program to reduce food insecurity and improve health and development of youth – increased and expanded meal offerings to all students at no cost and available at any time – expanded offerings allow for dietary restrictions, personal preferences and nutritional value | $5,638 |
| N/A | Improved Communication Tools and Methods | Utilization of Avaya Cloud communication tools to provide user friendly methods and enhanced opportunities of regular interaction between educators and students | $6,888 |
| N/A | Electronic Signature Platform | An e-signature platform was crucial in obtaining student/parent signatures and continuing business operations in a remote environment; the School has partnered with DocuSign to meet its e-signature needs and will continue to utilize these services to support student, family and employee safety concerns | $13,366 |
| LCAP, Goal 5 | Full Integration of the WAVE | Maintain and improve upon additional technologies that were recently implemented, the WAVE, to allow for remote file access, best practice sharing, culture building and operational ticketing | $5,225 |
| N/A | Continuous Operation of School Facilities | Other unforeseen activities that are necessary to maintain the operation of and continuity of services in resource centers and/or LEA office locations. There is not a budgeted allocation in the plan since any future expenditures are unknown at this time. | $0 |

# Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|---|---|
| • COVID-19 Health and Safety Protective Equipment<br>• COVID-19 Health and Safety Prevention Services<br>• COVID-19 Health and Safety Prevention Systems | The Executive School Safety Committee will collect and analyze information related to community members' satisfaction with safety protocols implemented at all school locations to mitigate the spread of infectious disease. Information will include survey data, number of students attending Resource Centers, feedback gathered at multiple meeting venues and visit observations. Safety questions will be embedded into ongoing surveys for students, parents and school employees. The School will aim to exceed a 90% safety satisfaction/perception on these survey questions. | The Executive School Safety Committee will meet quarterly to review safety plans, relevant information and consider adjustments to protocols and procedures. School Leaders will meet at weekly Huddle Meetings to discuss feedback collected from community members, trends, best practices and potential needs. |
| • Additional Educators and Supplemental Teaching Days | Instructional staff will monitor student engagement rates for All Students, and by underserved student groups. The engagement target will be 84% for All Students and student groups. In addition, the School will utilize Measures of Academic Progress by NWEA to evaluate and respond to student skills levels related to Reading, Language and Mathematics. Students will be assessed in the fall semester and again in the spring semester to measure growth. The growth target will be 60% for All Students and student groups. | Student engagement and academic performance will be monitored daily by teachers, counselors and school leaders. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|---|---|
| • Digitize Student Cumulative Records | The School's Operation Department has project milestones related to building the digital file cabinet used for digitized student cumulative records. | Progress monitoring will be completed on a monthly basis and be reported to school community members. |
| • Equity and Access to the Educational Program | Teachers, counselors and school leaders will quickly identify which students and families need home technology. The School will utilize its inventory system to record which students have technology checked-out and for how long. School community members will meet to discuss the impact of the Connect Program on student engagement and performance. The School will strive to ensure that 100% of students and families in need of home computing and/or mobile data plans receive them. | Progress monitoring will be completed on a weekly basis to ensure student and family needs are being met. |
| • Expanded School Nutrition Program | The school record how many meals are provided to students throughout the week. The school will order additional meals as needed. The School will strive to ensure that 100% of students have access to a free and nutritious meal. | Progress monitoring will be completed on a weekly basis to ensure all students have access to the Nutrition Program. |
| • Improved Communication Tools and Methods<br>• Electronic Signature Platform | School staff will use the School Pathways Contact Manager management tool to record daily communication and methods used, including Avaya Cloud and DocuSign features. A Monthly Storybook will be made available to the school community that summarizes communication methods utilized Schoolwide and segmented by teacher and staff member. School employees will also be given the opportunity to provide feedback related to the new systems via surveys, meetings and trainings. Communication satisfaction questions will be embedded into ongoing school | Communication between staff and students will be monitored on weekly basis. |

| Action Title(s) | How Progress will be Monitored | Frequency of Progress Monitoring |
|---|---|---|
| | surveys. The School will aim to exceed a 90% satisfaction rate related to communication tools on these surveys. | |
| • Full Integration of the WAVE<br>• Continuous Operation of School Facilities | By conducting weekly meetings and in-person visits to the school, school administrators will evaluate integration of the WAVE and identify potential physical needs/improvements of school sites. School employees will be surveyed on both satisfaction with technology tools and operation of facilities. The School will aim to exceed a 90% satisfaction rate related to these survey categories. | The Director of Operations and Technology will facilitate a quarterly IT meeting with staff to review pertinent data and evaluate key systems. |

# ESSER III Expenditure Plan Instructions

**Introduction**

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
    - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at https://www.cde.ca.gov/fg/cr/arpact.asp.

*For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
  - **Tier 1 – Strong Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence**: the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
    - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
    - Implementing evidence-based activities to meet the comprehensive needs of students,
    - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
    - Tracking student attendance and improving student engagement in distance education;

  **Note:** A definition of "underserved students" is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

## Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

## Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

## Community Engagement

### Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
    - For purposes of this requirement "underserved students" include:
        - Students who are low-income;
        - Students who are English learners;
        - Students of color;
        - Students who are foster youth;
        - Homeless students;
        - Students with disabilities; and
        - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc.

## Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

**A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

**A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
    - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
    - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
    - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
    - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf.

# Planned Actions and Expenditures

### Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

## Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

**Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "$0".

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

Audeo Valley Charter School

**Assumptions for May Revised Operational Budget**
**FY 2021-22**

The 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 71.06%.

* **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 – 2022-23 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 2021-22 |
|---|---|
| Adjusted Grades 4-6 Base Grant | $8,215 |
| Adjusted Grades 7-8 Base Grant | $8,458 |
| Adjusted Grades 9-12 Base Grant | $10,057 |
| Statutory Cost of Living Allowance (COLA)* | 5.07% |
| Audeo Valley's Unduplicated Pupil Percentage (Rolling Average) | 71.06% |
| District's Unduplicated Pupil Percentage (MVUSD) | 85.53% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2021-22 (Actual P-2) |
|---|---|
| Enrollment | **261** |
| ADA: | |
| Grade 4-6 | 11.70 |
| Grade 7-8 | 35.36 |
| Grade 9-12 | 198.73 |
| **Total ADA** | **245.79** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2021-22 |
|---|---|
| LCFF Sources | $2,983,919 |
| Federal Revenues | 64,811 |
| State Revenues Other than LCFF | 277,415 |
| Local Revenues | 500 |
| **Total Projected Revenues** | **$3,326,645** |

- **In Lieu of Property Taxes** of $1,041.15 per current year (CY) P-2 ADA is based on FY 2021-22 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.

- **Federal Funds**

  **Titles I and II** are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2021-22.

**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. Funds can be spent through September 30, 2024. Audeo Valley's total revised ESSER III allocation amount is $400,610 and of this amount it has included $2,500 in this budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. State revenues are projected at $715 per CY P-2 ADA.

- **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 $17.21 for Grades K-8 and $47.84 for Grades 9-12.

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 for Non-Prop 20 for (Lottery: Unrestricted).

- **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's allocation total is $27,419 and of this amount it has included the first 80% apportionment of $21,935 in its budget.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 21-22** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 10.25 |
| Certificated Pupil Support (Counselor/Nurse/Psychologist) | 1200 | 1.15 |
| Certificated Supervisor & Administrator | 1300 | 0.97 |
| Classified Supervisor & Administrator | 2300 | 1.20 |
| Clerical, Technical & Office Staff | 2400 | 1.85 |
| **TOTAL FTE POSITIONS BUDGETED** | | **15.42** |

* 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 2021-22, we estimated the Special Ed population at 18.3%.

## EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

**Table 5:**

| | **Object** | **Certificated** | **Classified** |
|---|---|---|---|
| STRS (Teachers Retirement) | 3111-12 | 16.92% | |
| PERS (Classified Retirement) | 3211-12 | | 22.91% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $8,000<br>- Dental $ 500<br>- Vision $ 50<br>- Life Ins. .000095 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| 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 $12,000 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 $209,434 representing 6.3% 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 2021-22, Audeo Valley has allocated $26,613 for marketing expenses included in the object code 5800 and represents 0.8% of its total budget.

### DISTRICT 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 $29,839 for FY 2021-22 for oversight fees.

## RESERVES

Audeo Valley has allocated reserves of $166,332 for FY 2021-22 representing 5% of total revenues of $3,326,645.

## FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of $205,766 for fiscal year 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2027) is $1,261,558.

Audeo Valley Charter School

# May Revised Operational Budget
## FY 2021-22

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES** | | | | | |
| LCFF State Aid - Current Year | 8011 | + | $ 1,991,302.00 | $ 2,682,687.00 | $ (691,385.00) |
| Education Protection Account (EPA) | 8012 | + | 736,713.00 | 49,580.00 | 687,133.00 |
| In Lieu of Property Taxes - Current Year | 8096 | + | 255,904.00 | 261,482.00 | (5,578.00) |
| **TOTAL, LCFF SOURCES** | | **=** | **$ 2,983,919.00** | **$ 2,993,749.00** | **$ (9,830.00)** |
| **FEDERAL REVENUES** | | | | | |
| Title I, Part A - Improving Basic Programs | 8290 | + | $ 54,044.00 | $ 53,953.00 | $ 91.00 |
| Title II, Part A - Supporting Effective Instruction | 8290 | + | 8,267.00 | 8,267.00 | - |
| Title III, Part A - English Learner Student Program | 8290 | + | - | 2,691.00 | (2,691.00) |
| CARES Act - Elementary and Secondary School Relief (ESSER) III | 8290 | + | 2,500.00 | - | 2,500.00 |
| **TOTAL, FEDERAL REVENUES** | | **=** | **$ 64,811.00** | **$ 64,911.00** | **$ (100.00)** |
| **STATE REVENUES OTHER THAN LCFF** | | | | | |
| Mandate Block Grant | 8550 | + | $ 9,094.00 | $ 9,094.00 | $ - |
| Lottery: Unrestricted | 8560 | + | 39,668.00 | - | 39,668.00 |
| Lottery: Instructional Materials | 8560 | + | 15,818.00 | - | 15,818.00 |
| Special Education | 8792 | + | 175,740.00 | 177,249.00 | (1,509.00) |
| Special Education: Mental Health Services - Level 2 | 8590 | + | 15,160.00 | 16,480.00 | (1,320.00) |
| Educator Effectiveness | 8590 | + | 21,935.00 | 21,935.00 | - |
| **TOTAL, OTHER STATE REVENUES** | | **=** | **$ 277,415.00** | **$ 224,758.00** | **$ 52,657.00** |
| **LOCAL REVENUES** | | | | | |
| Interest Income | 8660 | + | $ - | $ 2,400.00 | $ (2,400.00) |
| All Other Local Revenue | 8699 | + | 500.00 | 1,000.00 | (500.00) |
| **TOTAL, LOCAL REVENUES** | | **=** | **$ 500.00** | **$ 3,400.00** | **$ (2,900.00)** |
| **TOTAL, REVENUES** | | | **$ 3,326,645.00** | **$ 3,286,818.00** | **$ 39,827.00** |

Audeo Valley Charter School

# May Revised Operational Budget
## FY 2021-22

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Teachers' Salaries | 1100 | + | $ 722,739.00 | $ 861,777.00 | $ (139,038.00) |
| Certificated Pupil Support Salaries | 1200 | + | 106,411.00 | 113,894.00 | (7,483.00) |
| Certificated Supervisors' & Administrators' Salaries | 1300 | + | 118,225.00 | 113,704.00 | 4,521.00 |
| Other Certificated Salaries | 1900 | + | 34,627.00 | 97,873.00 | (63,246.00) |
| **TOTAL, CERTIFICATED SALARIES** | | **=** | **$ 982,002.00** | **$ 1,187,248.00** | **$ (205,246.00)** |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Supervisors' & Administrators' Salaries | 2300 | + | $ 45,815.00 | $ 22,609.00 | 23,206.00 |
| Clerical,Technical and Office Staff Salaries | 2400 | + | 93,122.00 | 95,335.00 | (2,213.00) |
| **TOTAL, CLASSIFIED SALARIES** | | **=** | **$ 138,937.00** | **$ 117,944.00** | **$ 20,993.00** |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS Retirement | 3100 | + | $ 170,081.00 | $ 200,882.00 | $ (30,801.00) |
| PERS Retirement | 3200 | + | 26,514.00 | 27,021.00 | (507.00) |
| Social Security/Medicare | 3300 | + | 23,498.00 | 26,277.00 | (2,779.00) |
| Health and Welfare | 3400 | + | 988,270.00 | 484,475.00 | 503,795.00 |
| Unemployment Insurance | 3500 | + | 5,605.00 | 6,526.00 | (921.00) |
| Workers Compensation | 3600 | + | 13,090.00 | 15,184.00 | (2,094.00) |
| **TOTAL, EMPLOYEE BENEFITS** | | **=** | **$ 1,227,058.00** | **$ 760,365.00** | **$ 466,693.00** |
| **TOTAL, PERSONNEL COST** | | | **$ 2,347,997.00** | **$ 2,065,557.00** | **$ 282,440.00** |

Audeo Valley Charter School

# May Revised Operational Budget
## FY 2021-22

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | | MAY REVISED BUDGET | | FEBRUARY REVISED BUDGET | | INCREASE (DECREASE) |
|---|---|---|---|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | | | | | |
| Textbooks and Core Curricula Materials | 4100 | + | $ | 15,449.00 | $ | 41,500.00 | $ | (26,051.00) |
| Books and Other Reference Materials | 4200 | + | | 3,342.00 | | 24,000.00 | | (20,658.00) |
| Materials and Supplies | 4300 | + | | 58,098.00 | | 97,120.00 | | (39,022.00) |
| On-Line Courses | 4312 | + | | 22,229.00 | | 22,229.00 | | - |
| Research and Development | 4313 | + | | 3,000.00 | | 3,000.00 | | - |
| Noncapitalized Equipment | 4400 | + | | 53,445.00 | | 60,616.00 | | (7,171.00) |
| Food | 4700 | + | | 3,255.00 | | 5,399.00 | | (2,144.00) |
| **TOTAL,BOOKS AND SUPPLIES** | | **=** | **$** | **158,818.00** | **$** | **253,864.00** | **$** | **(95,046.00)** |
| **SERVICES AND OTHER OPERATING EXPENSES** | | | | | | | | |
| Travel and Conference | 5200 | + | $ | 14,394.00 | $ | 16,174.00 | $ | (1,780.00) |
| Research and Development Travel | 5202 | + | | 9,000.00 | | 9,000.00 | | - |
| Dues and Memberships | 5300 | + | | 5,199.00 | | 3,900.00 | | 1,299.00 |
| Liability Insurance | 5400 | + | | 20,691.00 | | 20,541.00 | | 150.00 |
| Operations and Housekeeping Services | 5500 | + | | 49,691.00 | | 71,291.00 | | (21,600.00) |
| Rental, Leases, Repairs & Noncapitalized Improvements | 5600 | + | | 241,266.00 | | 256,457.00 | | (15,191.00) |
| Professional/Consulting Services/Operating Exp. | 5800 | + | | 182,821.00 | | 282,154.00 | | (99,333.00) |
| Marketing Fees | 5812 | + | | 26,613.00 | | 26,295.00 | | 318.00 |
| Communications | 5900 | + | | 19,460.00 | | 32,882.00 | | (13,422.00) |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **=** | **$** | **569,135.00** | **$** | **718,694.00** | **$** | **(149,559.00)** |
| **CAPITAL OUTLAY** | | | | | | | | |
| Depreciation - Equipment | 6900 | + | $ | 3,105.00 | $ | 3,105.00 | $ | - |
| Depreciation - Leasehold Improvement | 6900 | + | | 78,283.00 | | 78,283.00 | | - |
| **TOTAL, CAPITAL OUTLAY** | | **=** | **$** | **81,388.00** | **$** | **81,388.00** | **$** | **-** |
| **OTHER OUTGO** | | | | | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | + | $ | 2,975.00 | $ | 2,975.00 | $ | - |
| **TOTAL, OTHER OUTGO** | | = | **$** | **2,975.00** | **$** | **2,975.00** | **$** | **-** |
| **RESERVES** | | | | | | | | |
| Operational Reserve | 9780 | + | $ | 83,166.00 | $ | 82,170.00 | $ | 996.00 |
| Reserve for Economic Uncertainties | 9789 | + | | 83,166.00 | | 82,170.00 | | 996.00 |
| **TOTAL, RESERVES** | | **=** | **$** | **166,332.00** | **$** | **164,340.00** | **$** | **1,992.00** |
| **%** | | | | **5%** | | **5%** | | |
| **TOTAL, EXPENDITURES** | | | **$** | **3,326,645.00** | **$** | **3,286,818.00** | **$** | **39,827.00** |

Audeo Valley Charter School

# Assumptions for Preliminary Operational Budget
# FY 2022-23

The 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 71.06%.

* **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 – 2022-23 May Revision and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's Preliminary Operational Budget.

**Table 1:**

| Description | FY 2022-23 |
|---|---|
| Adjusted Grades 4-6 Base Grant | $8,754 |
| Adjusted Grades 7-8 Base Grant | $9,013 |
| Adjusted Grades 9-12 Base Grant | $10,717 |
| Statutory Cost of Living Allowance (COLA) | 6.56% |
| Audeo Valley's Unduplicated Pupil Percentage (Rolling Average) | 71.06% |
| District's Unduplicated Pupil Percentage (MVUSD) | 85.53% |

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2022-23 (Estimated P-2) | FY 2021-22 (Actual P-2) |
|---|---|---|
| Enrollment | **261** | **261** |
| ADA: | | |
| Grade 4-6 | 11.70 | 11.70 |
| Grade 7-8 | 35.36 | 35.36 |
| Grade 9-12 | 198.73 | 198.73 |
| **Total ADA** | **245.79** | **245.79** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2022-23 |
|---|---|
| LCFF Sources | $3,179,737 |
| Federal Revenues | 374,449 |
| State Revenues Other than LCFF | 298,702 |
| Local Revenues | 4,400 |
| **Total Projected Revenues** | **$3,857,288** |

- **In Lieu of Property Taxes** of $1,041.15 per current year (CY) P-2 ADA is based on FY 2021-22 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 P-2 ADA. Rates used are based on School Services of California's latest estimates: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

  On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. Audeo Valley's ESSER II allocation is $178,250.

  **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. Funds can be spent through September 30, 2024. Audeo Valley's total revised ESSER III allocation amount is $400,610 and of this amount, $2,500 was included in its FY 21-22 budget and $91,822 in its FY 22-23 budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $820 per CY P-2 ADA while **Federal IDEA** revenues are projected at $125 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 $18.34 for Grades K-8 and $50.98 for Grades 9-12.

- **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's allocation total is $27,419 and of this amount it has included the first 80% apportionment of $21,935 in its FY 21-22 budget and the remaining 20% amounting to $5,484 in its FY 22-23 budget.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo Valley's total allocation is $5,011.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 22-23** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 12.20 |
| Certificated Pupil Support (Counselor/Nurse/Psychologist) | 1200 | 1.14 |
| Certificated Supervisor & Administrator | 1300 | 1.10 |
| Other Certificated Teacher Resource (CTR) | 1900 | 4.00 |
| Classified Support Salaries | 2200 | 0.12 |
| Classified Supervisor & Administrator | 2300 | 0.39 |
| Clerical, Technical & Office Staff | 2400 | 2.57 |
| Other Classified Salaries | 2900 | 0.06 |
| **TOTAL FTE POSITIONS BUDGETED** | | **21.58** |

* 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 2022-23, 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 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $2,200<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .000095 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| 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 $12,787 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 $254,624 representing 6.6% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student 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 2022-23, Audeo Valley has allocated $30,858 for marketing expenses included in the object code 5800 and represents 0.8% 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 $31,797 for FY 2022-23 for oversight fees.

## RESERVES

Audeo Valley has allocated reserves of $385,729 for FY 2022-23 representing 10% of total revenues of $3,857,288.

## FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of $181,507 for fiscal year 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2027) is $1,055,792.

# Audeo Valley Charter School

## Preliminary Operational Budget
## FY 2022-23

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES** | | | | |
| LCFF State Aid - Current Year | 8011 | + | $ | 2,187,120.00 |
| Education Protection Account (EPA) | 8012 | + | | 736,713.00 |
| In Lieu of Property Taxes - Current Year | 8096 | + | | 255,904.00 |
| **TOTAL, LCFF SOURCES** | | **=** | **$** | **3,179,737.00** |
| **FEDERAL REVENUES** | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | + | $ | 29,375.00 |
| Title I, Part A - Improving Basic Programs | 8290 | + | | 54,044.00 |
| Title II, Part A - Supporting Effective Instruction | 8290 | + | | 8,267.00 |
| Title III, Part A - English Learner Student Program | 8290 | + | | 2,691.00 |
| Title IV, Part A - Student Support and Academic Enrichment | 8290 | + | | 10,000.00 |
| Elementary and Secondary School Relief (ESSER) II | 8290 | + | | 178,250.00 |
| Elementary and Secondary School Relief (ESSER) III | 8290 | + | | 21,416.00 |
| Elementary and Secondary School Relief (ESSER) III - Learning Loss | 8290 | + | | 70,406.00 |
| **TOTAL, FEDERAL REVENUES** | | **=** | **$** | **374,449.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | | |
| Mandate Block Grant | 8550 | + | $ | 10,994.00 |
| Lottery: Unrestricted | 8560 | + | | 41,845.00 |
| Lottery: Instructional Materials | 8560 | + | | 16,687.00 |
| Special Education | 8792 | + | | 201,548.00 |
| Special Education: Mental Health Services - Level 2 | 8590 | + | | 17,133.00 |
| Educator Effectiveness | 8590 | + | | 5,484.00 |
| Ethnic Studies Block Grant | 8590 | + | | 5,011.00 |
| **TOTAL, OTHER STATE REVENUES** | | **=** | **$** | **298,702.00** |
| **LOCAL REVENUES** | | | | |
| Interest Income | 8660 | + | $ | 3,800.00 |
| All Other Local Revenue | 8699 | + | | 600.00 |
| **TOTAL, LOCAL REVENUES** | | **=** | **$** | **4,400.00** |
| **TOTAL, REVENUES** | | | **$** | **3,857,288.00** |

Audeo Valley Charter School

# Preliminary Operational Budget
## FY 2022-23

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | |
| Certificated Teachers' Salaries | 1100 | + | $ | 1,074,733.00 |
| Certificated Pupil Support Salaries | 1200 | + | | 112,353.00 |
| Certificated Supervisors' & Administrators' Salaries | 1300 | + | | 159,551.00 |
| Other Certificated Salaries | 1900 | + | | 143,260.00 |
| **TOTAL, CERTIFICATED SALARIES** | | **=** | **$** | **1,489,897.00** |
| **CLASSIFIED SALARIES** | | | | |
| Classified Support Salaries | 2200 | + | $ | 4,483.00 |
| Classified Supervisors' & Administrators' Salaries | 2300 | + | | 59,740.00 |
| Clerical,Technical and Office Staff Salaries | 2400 | + | | 168,885.00 |
| Other Classified Salaries | 2900 | + | | 6,462.00 |
| **TOTAL, CLASSIFIED SALARIES** | | **=** | **$** | **239,570.00** |
| **EMPLOYEE BENEFITS** | | | | |
| STRS Retirement | 3100 | + | $ | 285,951.00 |
| PERS Retirement | 3200 | + | | 58,945.00 |
| Social Security/Medicare | 3300 | + | | 39,482.00 |
| Health and Welfare | 3400 | + | | 507,406.00 |
| Unemployment Insurance | 3500 | + | | 8,647.00 |
| Workers Compensation | 3600 | + | | 20,062.00 |
| **TOTAL, EMPLOYEE BENEFITS** | | **=** | **$** | **920,493.00** |
| **TOTAL, PERSONNEL COST** | | | **$** | **2,649,960.00** |

Audeo Valley Charter School

# Preliminary Operational Budget
## FY 2022-23

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | |
| Textbooks and Core Curricula Materials | 4100 | + | $ | 22,800.00 |
| Books and Other Reference Materials | 4200 | + | | 4,200.00 |
| Materials and Supplies | 4300 | + | | 69,796.00 |
| On-Line Courses | 4312 | + | | 23,687.00 |
| Research and Development | 4313 | + | | 3,197.00 |
| Noncapitalized Equipment | 4400 | + | | 30,500.00 |
| Food | 4700 | + | | 4,799.00 |
| **TOTAL,BOOKS AND SUPPLIES** | | **=** | **$** | **158,979.00** |
| **SERVICES AND OTHER OPERATING EXPENSES** | | | | |
| Travel and Conference | 5200 | + | $ | 24,293.00 |
| Research and Development Travel | 5202 | + | | 9,590.00 |
| Dues and Memberships | 5300 | + | | 5,540.00 |
| Liability Insurance | 5400 | + | | 22,048.00 |
| Operations and Housekeeping Services | 5500 | + | | 60,789.00 |
| Rental, Leases, Repairs & Noncapitalized Improvements | 5600 | + | | 246,688.00 |
| Professional/Consulting Services/Operating Exp. | 5800 | + | | 223,766.00 |
| Marketing Fees | 5812 | + | | 30,858.00 |
| Communications | 5900 | + | | 20,862.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **=** | **$** | **644,434.00** |
| **CAPITAL OUTLAY** | | | | |
| Depreciation - Equipment | 6900 | + | $ | 3,105.00 |
| Depreciation - Leasehold Improvement | 6900 | + | | 13,960.00 |
| **TOTAL, CAPITAL OUTLAY** | | **=** | **$** | **17,065.00** |
| **OTHER OUTGO** | | | | |
| Debt Service Payment - Interest (Capitalized Leases & CSFA Loan) | 7438 | + | $ | 1,121.00 |
| **TOTAL, OTHER OUTGO** | | = | **$** | **1,121.00** |
| **RESERVES** | | | | |
| Operational Reserve | 9780 | + | $ | 192,865.00 |
| Reserve for Economic Uncertainties | 9789 | + | | 192,864.00 |
| **TOTAL, RESERVES** | | **=** | **$** | **385,729.00** |
| **%** | | | | **10%** |
| **TOTAL, EXPENDITURES** | | | **$** | **3,857,288.00** |

Audeo Valley Charter School

**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 24, 2022

_____
Secretary

Audeo Valley Charter School

## Education Protection Account

Expenditure Plan for FY 2022-23

**Expenditures Through: June 30, 2023**

For Fund 01, Resource 1400: Education Protection Account

| Description | Object Codes | Amount |
|---|---|---|
| **Projected Amount Available for this Fiscal Year:** | 8012 | $ 736,713.00 |
| **Total Projected EPA Entitlement** | | **$ 736,713.00** |
| **Projected Expenditures:** | | |
| **For Teachers' Salaries and Benefits Only** | | |
| Certificated Teachers' Salaries | 1100 | $ 485,785.00 |
| Retirement: STRS | 3111 | $ 92,785.00 |
| Medicare | 3321 | $ 7,091.00 |
| Health & Welfare | 3401 | $ 139,729.00 |
| Unemployment Insurance | 3501 | $ 2,429.00 |
| Workers' Compensation Insurance | 3601 | $ 5,672.00 |
| Mileage Allowance | 5200 | $ 3,222.00 |
| **Total Projected Expenditures** | | **$ 736,713.00** |
| **Balance (Total Available minus Total Expenditures)** | | $ - |

**Assumptions for the May Revised Operational Budget**
**FY 2021-22**

Grossmont Secondary School (GSS) is an independent study program. GSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like GSS, are based on the student's "product" or academic work,** which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. GSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for GSS is 66.02%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Governor's Budget proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's February Revised Operational Budget.

**Table 1:**

| Description | FY 2021-22 |
|---|---|
| Grades 4-6 Adjusted Base Grant | $8,215 |
| Grades 7-8 Adjusted Base Grant | $8,458 |
| Grades 9-12 Adjusted Base Grant | $10,057 |
| Statutory Cost of Living Allowance (COLA)* | 5.07% |
| GSS's Unduplicated Pupil Percentage (Rolling Average) | 66.02% |
| District's Unduplicated Pupil Percentage (GUHSD) | 70.95% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) | FY 2019-20 (Actual P-2) |
|---|---|---|---|
| Enrollment | **325** | **333** | **333** |
| ADA: | | | |
| Grade 7-8 | 31.68 | 36.26 | 36.26 |
| Grade 9-12 | 298.06 | 303.97 | 303.97 |
| **Total ADA** | **329.74** | **340.23** | **340.23** |

**REVENUE PROJECTIONS**

**Table 3:**

| Description | FY 2021-22 |
|---|---|
| LCFF Sources | $3,930,630 |
| Federal Revenues | 578,944 |
| State Revenues Other than LCFF | 804,532 |
| Local Revenues | 27,725 |
| Other Financing Sources | 436,108 |
| **Total Projected Revenues** | **$5,777,939** |

- **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).

  Grossmont Secondary School's ILPT for FY 2021-22 P-1 ADA for students residing in two basic aid districts (Carlsbad Unified and San Dieguito Union High School District) amounted to $35,392.

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **ESSA: School Improvement (CSI) Funding for LEAs:**

  GSS was granted 2019-20 ESSA CSI funds in the amount of $174,545. The project period for this grant began on March 25, 2020 and ends on September 30, 2022. Total expenditures from prior years amounted to $159,684. The remaining balance of $14,861 was spent in the first quarter of 2021-22.

  GSS's preliminary allocation amount for 2020-21 CSI funds is $170,283. The project period for this grant begins on February 15, 2021 and ends on September 30, 2022. GSS included the CSI funds of $170,283 for this fiscal year.

  **Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

  On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. GSS's revised ESSER II allocation is $227,808. In 2020-21, GSS spent $51,707 of its ESSER II allocation and it has included $104,730 in this budget. The remaining allocation of $71,371 will be spent through September 2023.

  **Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund**:

  In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly $122 billion of funding for all states and California's allocation is $15,068,884,546. GSS's ESSER III revised allocation is $511,992 and of that amount it has included $12,843 in this budget. The remaining allocation of $499,149 will be spent through September 2024.

- **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. Funds must be spent by September 30, 2024. GSS's revised allocation amount is $275,681 and of this amount, $139,185 was received in FY 20-21 and the remaining balance of $136,496 is included in this budget - $121,982 under Federal Revenue and $14,514 under State Revenue.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. GSS's allocation total is $60,830 and of that amount it has included the first 80% apportionment of $48,664 in its budget.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $715 per CY P-2 ADA while **Federal IDEA** revenues are projected at $139.61 per PY California Basic Educational Data System (CBEDS) count. An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of $39.67 per PY CBEDS and this amounted to $13,133 for GSS.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. GSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $17.21 for Grades K-8 and $47.84 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. GSS included the $239,479 CTE grant for this fiscal year.
- **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. $4,872 of dispute prevention funds and $25,238 of learning recovery funds are included in this budget.
- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated

pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. GSS's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its budget.

- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. Grossmont Secondary School applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to $436,108 in forgiveness and is reflected in the budget under Other Financing Sources.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 21-22** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 16.50 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist) | 1200 | 2.45 |
| Certificated Supervisor & Administrator | 1300 | 0.15 |
| Other Certificated Teacher Resource (CTR) | 1900 | 6.00 |
| Classified Support (Admin Support) | 2200 | 0.50 |
| Classified Supervisor & Administrator | 2300 | 0.75 |
| Clerical, Technical & Office Staff | 2400 | 3.50 |
| **TOTAL FTE POSITIONS BUDGETED** | | **29.85** |

* 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 2021-22, 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 | 16.92% | |
| PERS (Classified Retirement) | 3211-12 | | 22.91% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $ 2,100<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 1.12% | 1.12% |

## NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. GSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $470,653 representing 8% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), GSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational

growth. To reach GSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2021-22, GSS has allocated $86,669 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

## DISTRICT OVERSIGHT FEES

GSS will pay its authorizing agency (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

GSS has budgeted $39,306 for FY 2021-22 for oversight fees.

## RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

GSS has allocated $21,994 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## RESERVES

GSS has allocated reserves of $1,247,936 for FY 2021-22 representing 22% of total revenues of $5,777,939.

## FACILITIES

GSS carries contractual lease agreements with an annual cost of $171,701 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2027) is $502,350. GSS has allocated reserves for this amount.

GROSSMONT Secondary School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## REVENUES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | | |
| LCFF State Aid | 8011 | $ 3,829,290.00 | $ 3,735,270.00 | $ 94,020.00 |
| Education Protection Account | 8012 | $ 65,948.00 | 63,622.00 | 2,326.00 |
| In Lieu of Property Taxes - Current Year | 8096 | $ 35,392.00 | - | 35,392.00 |
| **TOTAL, LCFF ENTITLEMENT** | | **$ 3,930,630.00** | **$ 3,798,892.00** | **$ 131,738.00** |
| **FEDERAL REVENUES** | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | $ 46,211.00 | $ 41,375.00 | $ 4,836.00 |
| Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Entitlement | 8182 | $ 13,133.00 | $ - | $ 13,133.00 |
| Elementary & Secondary School Emergency Relief (ESSER) Fund | 8290 | $ 4.00 | 4.00 | - |
| Elementary & Secondary School Emergency Relief (ESSER) II Fund | 8290 | $ 104,730.00 | 65,000.00 | 39,730.00 |
| Elementary & Secondary School Emergency Relief (ESSER) III Fund | 8290 | $ 12,843.00 | 11,702.00 | 1,141.00 |
| ESSA: School Improvement Funding for LEAs | 8290 | $ 185,144.00 | 185,144.00 | - |
| Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserv | 8290 | $ 40,591.00 | 40,591.00 | - |
| ELO Grant: GEER II | 8290 | $ 9,316.00 | 9,316.00 | - |
| ELO Grant: ESSER III State Reserve, Emergency Needs | 8290 | $ 26,461.00 | 26,461.00 | - |
| ELO Grant: ESSER III State Reserve, Learning Loss | 8290 | $ 45,614.00 | 45,614.00 | - |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | $ 67,132.00 | 70,426.00 | (3,294.00) |
| Title II, Part A - Improving Teacher Quality Program | 8290 | $ 10,969.00 | 10,969.00 | - |
| Title III - Limited English Proficient Study Program | 8290 | $ 4,446.00 | 4,446.00 | - |
| Title IV - Student Support and Academic Enrichment | 8290 | $ 10,000.00 | 10,000.00 | - |
| Project SaFE | 8290 | $ 2,350.00 | - | 2,350.00 |
| **TOTAL, FEDERAL REVENUES** | | **$ 578,944.00** | **$ 521,048.00** | **$ 57,896.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | | |
| Mandate Block Grant | 8550 | $ 15,166.00 | $ 14,392.00 | $ 774.00 |
| State Lottery Revenue - Unrestricted | 8560 | $ 56,835.00 | 51,852.00 | $ 4,983.00 |
| State Lottery Revenue - Restricted | 8560 | $ 22,081.00 | 20,677.00 | 1,404.00 |
| Special Education | 8792 | $ 235,764.00 | 227,449.00 | 8,315.00 |
| Special Education - Mental Health Level 2 | 8590 | $ 29,289.00 | 93,600.00 | (64,311.00) |
| Career Technical Education Incentive | 8590 | $ 239,609.00 | 239,479.00 | 130.00 |
| Dispute Prevention and Dispute Resolution | 8590 | $ 4,872.00 | 6,594.00 | (1,722.00) |
| Learning Recovery Support | 8590 | $ 25,238.00 | 5,460.00 | 19,778.00 |
| Educator Effectiveness Block Grant | 8590 | $ 48,664.00 | 48,664.00 | - |
| Expanded Learning Opportunity (ELO) Grant | 8590 | $ 12,005.00 | 12,005.00 | - |
| ELO Grant: Paraprofessional Staff | 8590 | $ 2,509.00 | 2,509.00 | - |
| A-G Access/Success Grant | 8590 | $ 56,250.00 | - | 56,250.00 |
| A-G Learning Loss Mitigation Grant | 8590 | $ 56,250.00 | - | 56,250.00 |
| **TOTAL, STATE REVENUES** | | **$ 804,532.00** | **$ 722,681.00** | **$ 81,851.00** |
| **LOCAL REVENUES** | | | | |
| Interest Income | 8660 | $ 17,725.00 | $ 21,694.00 | (3,969.00) |
| All Other Local Revenue | 8699 | $ 10,000.00 | 3,000.00 | 7,000.00 |
| **TOTAL LOCAL REVENUES** | | **$ 27,725.00** | **$ 24,694.00** | **$ 3,031.00** |
| **OTHER FINANCING SOURCES** | | | | |
| All Other Financing Sources | 8979 | $ 436,108.00 | 436,108.00 | - |
| **TOTAL OTHER FINANCING SOURCES** | | **$ 436,108.00** | **$ 436,108.00** | **$ -** |
| **TOTAL, REVENUES** | | **$ 5,777,939.00** | **$ 5,503,423.00** | **$ 274,516.00** |

GROSSMONT Secondary School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | | FEBRUARY REVISED BUDGET | | INCREASE (DECREASE) |
|---|---|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | | | |
| Teachers' Salaries | 1100 | $ | 1,354,181.00 | $ | 1,529,076.00 | $ | (174,895.00) |
| Certificated Pupil Support Salaries | 1200 | $ | 196,594.00 | | 216,203.00 | | (19,609.00) |
| Certificated Supervisor & Adm. Salaries | 1300 | $ | 87,921.00 | | 96,222.00 | | (8,301.00) |
| Other Certificated Salaries | 1900 | $ | 52,267.00 | | 115,354.00 | | (63,087.00) |
| **TOTAL, CERTIFICATED SALARIES** | | **$** | **1,690,963.00** | **$** | **1,956,855.00** | **$** | **(265,892.00)** |
| **CLASSIFIED SALARIES** | | | | | | | |
| Instructional Aides' Salaries | 2100 | $ | - | $ | - | $ | - |
| Classified Support Salaries | 2200 | $ | 62,780.00 | | 62,780.00 | | - |
| Classified Supervisors' and Administrators' Salarie | 2300 | $ | 135,756.00 | | 135,756.00 | | - |
| Clerical,Technical, and Office Staff | 2400 | $ | 297,119.00 | | 307,209.00 | | (10,090.00) |
| **TOTAL, CLASSIFIED SALARIES** | | **$** | **495,655.00** | **$** | **505,745.00** | **$** | **(10,090.00)** |
| **EMPLOYEE BENEFITS** | | | | | | | |
| STRS Retirement | 3100 | $ | 280,064.00 | $ | 327,167.00 | $ | (47,103.00) |
| PERS Retirement | 3200 | $ | 116,578.00 | | 119,419.00 | | (2,841.00) |
| Social Security/Medicare | 3300 | $ | 67,967.00 | | 74,576.00 | | (6,609.00) |
| Health and Welfare | 3400 | $ | 603,158.00 | | 698,401.00 | | (95,243.00) |
| Unemployment Insurance | 3500 | $ | 10,933.00 | | 12,313.00 | | (1,380.00) |
| Workers Compensation Insurance | 3600 | $ | 24,622.00 | | 27,669.00 | | (3,047.00) |
| **TOTAL EMPLOYEE BENEFITS** | | **$** | **1,103,322.00** | **$** | **1,259,545.00** | **$** | **(156,223.00)** |
| **TOTAL PERSONNEL COST** | | **$** | **3,289,940.00** | **$** | **3,722,145.00** | **$** | **(432,205.00)** |

GROSSMONT Secondary School

# MAY REVISED OPERATIONAL BUDGET
# FY 2021-2022

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | |
| Textbooks | 4100 | $ 17,500.00 | $ 10,500.00 | $ 7,000.00 |
| Instructional Materials and Supplies | 4300 | $ 54,725.00 | $ 38,250.00 | 16,475.00 |
| On-line Courses | 4312 | $ 28,435.00 | $ 28,435.00 | - |
| Research and Development | 4313 | $ 5,499.00 | $ 5,499.00 | - |
| Non-Capitalized Equipment | 4400 | $ 24,577.00 | $ 24,577.00 | - |
| Food | 4700 | $ 5,250.00 | $ 5,250.00 | - |
| **TOTAL, BOOKS AND SUPPLIES** | | **$ 138,236.00** | **$ 112,511.00** | **$ 25,725.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | | |
| Travel and Conference | 5200 | $ 26,915.00 | $ 22,085.00 | $ 4,830.00 |
| Research and Development Travel | 5202 | $ 16,495.00 | 16,495.00 | - |
| Dues and Memberships | 5300 | $ 19,030.00 | 17,330.00 | 1,700.00 |
| Liability Insurance | 5400 | $ 27,054.00 | 27,004.00 | 50.00 |
| Operations and Housekeeping Services | 5500 | $ 91,179.00 | 94,527.00 | (3,348.00) |
| Rental, Leases & Repairs | 5600 | $ 215,214.00 | 208,844.00 | 6,370.00 |
| Prof/Consulting Services/Oper. Exp. | 5800 | $ 383,984.00 | 514,433.00 | (130,449.00) |
| Marketing | 5812 | $ 86,669.00 | 82,551.00 | 4,118.00 |
| Communication | 5900 | $ 58,914.00 | 69,344.00 | (10,430.00) |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$ 925,454.00** | **$ 1,052,613.00** | **$ (127,159.00)** |
| **CAPITAL OUTLAY** | | | | |
| Depreciation - Leasehold Improvement | 6900 | $ 157,371.00 | $ 156,068.00 | $ 1,303.00 |
| Depreciation - Equipment | 6900 | $ 16,984.00 | $ 16,984.00 | $ - |
| **TOTAL, CAPITAL OUTLAY** | | **$ 174,355.00** | **$ 173,052.00** | **$ 1,303.00** |
| **OTHER OUTGO** | | | | |
| Debt Service Payment - Interest (Capitalized Lease | 7438 | $ 2,018.00 | $ 2,828.00 | $ (810.00) |
| **TOTAL, OTHER OUTGO** | | **$ 2,018.00** | **$ 2,828.00** | **$ (810.00)** |
| **RESERVES** | | | | |
| Operational Reserve | 9730 | $ 623,968.00 | $ 220,137.00 | $ 403,831.00 |
| Reserve for Economic Uncertainties | 9770 | $ 623,968.00 | $ 220,137.00 | $ 403,831.00 |
| **TOTAL, RESERVES** | | **$ 1,247,936.00** | **$ 440,274.00** | **$ 807,662.00** |
| **%** | | **22%** | **8%** | |
| **TOTAL, EXPENDITURES** | | **$ 5,777,939.00** | **$ 5,503,423.00** | **$ 274,516.00** |

# Assumptions for Preliminary Operational Budget
# FY 2022-23

Grossmont Secondary School (GSS) is an independent study program. GSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like GSS, are based on the student's "product" or academic work,** which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. GSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for GSS is 66.02%.

* **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

## BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Governor's Budget proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's February Revised Operational Budget.

**Table 1:**

| Description | FY 2022-23 |
|---|---|
| Grades 4-6 Adjusted Base Grant | $8,754 |
| Grades 7-8 Adjusted Base Grant | $9,013 |
| Grades 9-12 Adjusted Base Grant | $10,717 |
| Statutory Cost of Living Allowance (COLA)* | 6.56% |
| GSS's Unduplicated Pupil Percentage (Rolling Average) | 66.02% |
| District's Unduplicated Pupil Percentage (GUHSD) | 70.95% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2022-23 (Projected P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|---|---|---|---|
| Enrollment | **314** | **325** | **333** |
| ADA: | | | |
| Grade 7-8 | 31.68 | 31.68 | 36.26 |
| Grade 9-12 | 286.66 | 298.06 | 303.97 |
| **Total ADA** | **318.34** | **329.74** | **340.23** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2022-23 |
|---|---|
| LCFF Sources | $4,088,900 |
| Federal Revenues | 154,114 |
| State Revenues Other than LCFF | 850,859 |
| Local Revenues | 29,111 |
| **Total Projected Revenues** | **$5,122,984** |

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

**Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. GSS's revised ESSER II allocation is $227,808 and of this amount, $104,730 was included in its FY 21-22 budget and $17,280 in its FY 22-23 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. GSS's ESSER III revised allocation is $511,992 and of this amount $12,843 was included in its FY 21-22 budget. The remaining allocation of $499,149 will be spent through September 2024.

**American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II)** is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth are able to attend school and participate fully in school activities. GSS's allocation amount is $3,393.

**Project Safe from Exploitation (SaFE)** – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of $575,000 and GSS is a subrecipient for $4,700. As a subrecipient, GSS will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of $100 once the training is completed.

2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of $150 once the training is completed.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. GSS's allocation total is $60,830 and of that amount it has included the first 80% apportionment of $48,664 in its FY 21-22 budget and the remaining 20% amounting to $12,166 in its FY 22-23 budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $820 per CY P-2 ADA while **Federal IDEA** revenues are projected at $125.00 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. GSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $18.34 for Grades K-8 and $50.98 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. GSS has included $384,733 in its budget for this fiscal year.

- **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. $5,747 of dispute prevention funds and $22,306 of learning recovery funds are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. GSS's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its FY 21-22 budget and the remaining 25% amounting to $37,500 in its FY 22-23 budget.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. GSS's total allocation is $6,571.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | **FY 22-23** |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 14.26 |
| Certificated Pupil Support (Counselors/Nurse/Psychologist) | 1200 | 1.53 |
| Certificated Supervisor & Administrator | 1300 | 1.01 |
| Other Certificated Teacher Resource (CTR) | 1900 | 5.00 |
| Classified Support (Admin Support) | 2200 | 0.20 |
| Classified Supervisor & Administrator | 2300 | 0.32 |
| Clerical, Technical & Office Staff | 2400 | 4.17 |
| Other Classified Salaries | 2900 | 0.08 |
| **TOTAL FTE POSITIONS BUDGETED** | | **26.57** |

* 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 2022-23, 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 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $ 3,500<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 1.14% | 1.14% |

## NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. GSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $428,033 representing 8% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

## MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), GSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational growth. To reach GSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, GSS has allocated $76,845 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

## DISTRICT OVERSIGHT FEES

GSS will pay its authorizing agency (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

GSS has budgeted $40,889 for FY 2022-23 for oversight fees.

## RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

GSS has allocated $23,094 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## RESERVES

GSS has allocated reserves of $256,146 for FY 2022-23 representing 5% of total revenues of $5,122,984.

## FACILITIES

GSS carries contractual lease agreements with an annual cost of $178,450 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2027) is $332,819. GSS has allocated reserves for this amount.

GROSSMONT Secondary School

# PRELIMINARY OPERATIONAL BUDGET
# FY 2022-2023

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA - LCFF** | | | |
| LCFF State Aid | 8011 | $ | 4,025,232.00 |
| Education Protection Account | 8012 | | 63,668.00 |
| **TOTAL, LCFF ENTITLEMENT** | | **$** | **4,088,900.00** |
| **FEDERAL REVENUES** | | | |
| Federal IDEA | 8290 | $ | 35,250.00 |
| ESSER II | 8290 | | 17,280.00 |
| Title I, Part A - Basic Grants Low-Income & Neglected | 8290 | | 70,426.00 |
| Title II, Part A - Improving Teacher Quality Program | 8290 | | 10,969.00 |
| Title III - Limited English Proficient Study Program | 8290 | | 4,446.00 |
| Title IV - Student Support and Academic Enrichment | 8290 | | 10,000.00 |
| Project SaFE | 8290 | | 2,350.00 |
| ARP - Homeless Children & Youth II | 8290 | | 3,393.00 |
| **TOTAL, FEDERAL REVENUES** | | **$** | **154,114.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | |
| Mandate Block Grant | 8550 | $ | 15,776.00 |
| State Lottery Revenue - Unrestricted | 8560 | | 51,889.00 |
| State Lottery Revenue - Restricted | 8560 | | 20,692.00 |
| Special Education | 8792 | | 261,039.00 |
| Special Education - Mental Health Level 2 | 8590 | | 32,440.00 |
| Career Technical Education Incentive | 8590 | | 384,733.00 |
| Special Education - Dispute Prevention & Resolution | 8590 | | 5,747.00 |
| Special Education - Learning Recovery Support | 8590 | | 22,306.00 |
| Educator Effectiveness Block Grant | 8590 | | 12,166.00 |
| A-G Access/Success Grant | 8590 | | 18,750.00 |
| A-G Learning Loss Mitigation Grant | 8590 | | 18,750.00 |
| Ethnic Studies Block Grant | 8590 | | 6,571.00 |
| **TOTAL, STATE REVENUES** | | **$** | **850,859.00** |
| **LOCAL REVENUES** | | | |
| Interest Income | 8660 | $ | 18,611.00 |
| All Other Local Revenue | 8699 | | 10,500.00 |
| **TOTAL LOCAL REVENUES** | | **$** | **29,111.00** |
| **TOTAL, REVENUES** | | **$** | **5,122,984.00** |

GROSSMONT Secondary School

# PRELIMINARY OPERATIONAL BUDGET
# FY 2022-2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **CERTIFICATED SALARIES** | | | |
| Teachers' Salaries | 1100 | $ | 1,465,915.00 |
| Certificated Pupil Support Salaries | 1200 | | 183,484.00 |
| Certificated Supervisor & Adm. Salaries | 1300 | | 151,003.00 |
| Other Certificated Salaries | 1900 | | 163,224.00 |
| **TOTAL, CERTIFICATED SALARIES** | | **$** | **1,963,626.00** |
| **CLASSIFIED SALARIES** | | | |
| Instructional Aides' Salaries | 2100 | $ | - |
| Classified Support Salaries | 2200 | | 19,268.00 |
| Classified Supervisors' and Administrators' Salaries | 2300 | | 48,628.00 |
| Clerical,Technical, and Office Staff | 2400 | | 234,997.00 |
| Other Classified Salaries | 2900 | | 8,617.00 |
| **TOTAL, CLASSIFIED SALARIES** | | **$** | **311,510.00** |
| **EMPLOYEE BENEFITS** | | | |
| STRS Retirement | 3100 | $ | 358,213.00 |
| PERS Retirement | 3200 | | 101,398.00 |
| Social Security/Medicare | 3300 | | 57,769.00 |
| Health and Welfare | 3400 | | 844,711.00 |
| Unemployment Insurance | 3500 | | 11,376.00 |
| Workers Compensation Insurance | 3600 | | 25,937.00 |
| **TOTAL EMPLOYEE BENEFITS** | | **$** | **1,399,404.00** |
| **TOTAL PERSONNEL COST** | | **$** | **3,674,540.00** |

GROSSMONT Secondary School

# PRELIMINARY OPERATIONAL BUDGET
# FY 2022-2023

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | PRELIMINARY BUDGET |
|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | |
| Textbooks | 4100 | $ | 16,125.00 |
| Instructional Materials and Supplies | 4300 | | 58,320.00 |
| On-Line Courses | 4312 | | 28,435.00 |
| Research and Development | 4313 | | 5,774.00 |
| Non-Capitalized Equipment | 4400 | | 32,750.00 |
| Food | 4700 | | 5,513.00 |
| **TOTAL, BOOKS AND SUPPLIES** | | **$** | **148,117.00** |
| **SERVICES, OTHER OPERATING EXPENSES** | | | |
| Travel and Conference | 5200 | $ | 17,592.00 |
| Research and Development - Travel | 5202 | | 17,320.00 |
| Dues and Memberships | 5300 | | 18,197.00 |
| Liability Insurance | 5400 | | 28,776.00 |
| Operations and Housekeeping Services | 5500 | | 93,340.00 |
| Rental, Leases & Repairs | 5600 | | 212,771.00 |
| Prof/Consulting Services/Oper. Exp. | 5800 | | 351,188.00 |
| Marketing | 5812 | | 76,845.00 |
| Communication | 5900 | | 71,175.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **$** | **887,204.00** |
| **CAPITAL OUTLAY** | | | |
| Depreciation - Leasehold Improvement | 6900 | $ | 138,736.00 |
| Depreciation - Equipment | 6900 | $ | 16,962.00 |
| **TOTAL, CAPITAL OUTLAY** | | **$** | **155,698.00** |
| **OTHER OUTGO** | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | $ | 1,279.00 |
| **TOTAL, OTHER OUTGO** | | **$** | **1,279.00** |
| **RESERVES** | | | |
| Operational Reserve | 9730 | $ | 128,073.00 |
| Reserve for Economic Uncertainties | 9770 | $ | 128,073.00 |
| **TOTAL, RESERVES** | | **$** | **256,146.00** |
| **%** | | | **5%** |
| **TOTAL, EXPENDITURES** | | **$** | **5,122,984.00** |

GROSSMONT Secondary School

**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 **Grossmont Secondary School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of **Grossmont Secondary School** has determined to spend the monies received from the Education Protection Act as attached.

DATED:
**June 24, 2022**

_____
Secretary

Grossmont Secondary School

# Education Protection Account

Expenditure Plan for FY 2022-23

**Expenditures Through: June 30, 2023**

For Fund 01, Resource 1400: Education Protection Account

| Description | | Object Codes | Amount |
|---|---|---|---|
| **Projected Amount Available for this Fiscal Year:** | | 8012 | $ 63,668.00 |
| Adjusted Total Revenue Limit: | 63,668.00 | | |
| Less In Lieu of Property Taxes | - | | |
| Total EPA Entitlement | 63,668.00 | | |
| **Total Projected EPA Entitlement** | | | $ **63,668.00** |
| **Projected Expenditures:** | | | |
| **For Teachers' Salaries and Benefits Only** | | | |
| Teachers' Salaries | | 1100 | $ 40,094.12 |
| Retirement: STRS | | 3111 | $ 7,658.16 |
| Medicare | | 3321 | $ 585.00 |
| Health & Welfare | | 3401 | $ 14,422.08 |
| Unemployment Insurance | | 3501 | $ 200.52 |
| Workers' Compensation Insurance | | 3601 | $ 459.96 |
| Mileage Allowance | | 5200 | $ 248.16 |
| **Total Projected Expenditures** | | | $ **63,668.00** |
| **Balance (Total Available minus Total Expenditures)** | | | **-** |

Sweetwater SECONDARY SCHOOL

# Assumptions for the May Revised Operational Budget
# FY 2021-22

Sweetwater Secondary School is an independent study program. SSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like SSS, are based on the student's "product" or academic work,** which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. SSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for SSS is 62.46%.

* **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 – 2022-23 Governor's Budget Proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build SSS's February Revised Operational Budget.

**Table 1:**

| Description | FY 2021-22 |
|---|---|
| Adjusted Grades 7-8 Base Grant | $8,458 |
| Adjusted Grades 9-12 Base Grant | $10,057 |
| Statutory Cost of Living Allowance (COLA)* | 5.07% |
| SSS's Unduplicated Pupil Percentage (Rolling Average) | 62.46% |
| District's Unduplicated Pupil Percentage (SUHSD) | 62.21% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) | FY 2019-20 (Actual P-2) |
|---|---|---|---|
| Enrollment | **392** | **364** | **338** |
| ADA: | | | |
| Grade 7-8 | 34.61 | 49.09 | 49.09 |
| Grade 9-12 | 319.74 | 260.96 | 260.96 |
| **Total ADA** | **354.35** | **310.05** | **310.05** |

**REVENUE PROJECTIONS**

**Table 3:**

| Description | FY 2021-22 |
|---|---|
| LCFF Sources | $4,175,400 |
| Federal Revenues | $462,864 |
| State Revenues Other than LCFF | $779,742 |
| Local Revenues | $12,500 |
| Other Financing Sources | $434,507 |
| **Total Projected Revenues** | **$5,865,013** |

- **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).

  Sweetwater Secondary School's ILPT for FY 2021-22 P-1 ADA for students residing in two basic aid districts (Carlsbad Unified and San Dieguito Union High School District) amounted to $30,437.

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund**:

  On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. SSS's ESSER II revised allocation is $221,628. As of FY 2021-22, SSS has spent $147,158 and it has included the remaining $74,470 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. SSS's ESSER III revised allocation is $498,102 and of that amount it has included $89,738 in this budget.

- **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. Funds must be spent by September 30, 2024. SSS's apportionment is $251,809 and $123,915 is included in the budget.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. SSS's allocation total is $60,419 and of that amount it has included the first 80% apportionment of $48,335 in its budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $715 per CY P-2 ADA while **Federal IDEA** revenues are projected at $139.61 per PY California Basic Educational Data System (CBEDS) count. An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of $39.67 per PY CBEDS and this amounted to $14,205 for SSS.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. SSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $17.21 for Grades K-8 and $47.84 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. SSS included $174,993 in CTE grant funding for this fiscal year.

- **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. $6,133 of dispute prevention funds and $34,662 of learning recovery funds are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. SSS's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its budget.

- **Other Financing Sources** Nonprofit corporations were eligible to apply to the Paycheck Protection Program (PPP), a Small Business Administration (SBA) backed loan, during the COVID-19 crisis. SSS applied for and received the loan in May of 2020. In July of 2021, the loan amount plus any accrued interest or fees was forgiven. This amounted to $434,507 in forgiveness and is reflected in the budget under Other Financing Sources.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | FY 21-22 |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 14.50 |
| Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead) | 1200 | 1.65 |
| Certificated Supervisor & Administrator | 1300 | 1.20 |
| Other Certificated Teacher Resource (CTR) | 1900 | 5.00 |
| Classified Support (Admin Support) | 2200 | 0.25 |
| Classified Supervisor & Administrator | 2300 | 0.25 |
| Clerical, Technical & Office Staff | 2400 | 3.25 |
| **TOTAL FTE POSITIONS BUDGETED** | | **26.10** |

* 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 2021-22, we estimated the Special Ed population at 20.7%.

## EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

**Table 5:**

| | Object | Certificated | Classified |
|---|---|---|---|
| STRS (Teachers Retirement) | 3111-12 | 16.92% | |
| PERS (Classified Retirement) | 3211-12 | | 22.91% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $ 2,100<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| Worker Compensation Insurance | 3601-02 | 1.14% | 1.14% |

## NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. SSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $578,214 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), SSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2021-22, SSS has allocated $87,656 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

### DISTRICT OVERSIGHT FEES

SSS will pay its authorizer (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

SSS has budgeted $41,754 for FY 2021-22 for oversight fees.

## RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

SSS has allocated $22,140 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## RESERVES

SSS has allocated reserves of $1,033,731 for FY 2021-22 representing 18% of total revenues of $5,865,013.

## FACILITIES

SSS carries contractual lease agreements with an annual cost of $289,100 for FY 2021-22. The total cost of the current lease contracts from July 2021 thru the end of the lease term (Year 2026) is $1,426,657.




# May Revised Operational Budget
## FY 2021-22

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES** | | | | | |
| LCFF State Aid - Current Year | 8011 | + | $ 4,074,093.00 | $ 4,007,873.00 | $ 66,220.00 |
| Education Protection Account (EPA) | 8012 | + | 70,870.00 | 70,076.00 | 794.00 |
| In Lieu of Property Taxes - Current Year | 8096 | + | 30,437.00 | - | 30,437.00 |
| **TOTAL, LCFF SOURCES** | | = | **$ 4,175,400.00** | **$ 4,077,949.00** | **$ 97,451.00** |
| **FEDERAL REVENUES** | | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | + | $ 49,981.00 | $ 44,750.00 | $ 5,231.00 |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8182 | + | 14,205.00 | - | 14,205.00 |
| Special Education: Mental Health Services - Level 3 | 8182 | + | 19,450.00 | - | 19,450.00 |
| Title I, Part A - Improving Basic Programs | 8290 | + | 73,508.00 | 76,714.00 | (3,206.00) |
| Title II, Part A - Supporting Effective Instruction | 8290 | + | 11,921.00 | 11,921.00 | - |
| Title III, Part A - English Learner Student Program | 8290 | + | 6,318.00 | 6,318.00 | - |
| Title IV, Part A - Student Support and Academic Enrichment | 8290 | + | 10,000.00 | 10,000.00 | - |
| CARES Act - Elementary and Secondary School Relief (ESSER) | 8290 | + | 5.00 | 5.00 | - |
| CARES Act - Elementary and Secondary School Relief (ESSER) II | 8290 | + | 74,470.00 | 74,470.00 | - |
| CARES Act - Elementary and Secondary School Relief (ESSER) III | 8290 | + | 89,738.00 | 10,000.00 | 79,738.00 |
| Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve | 8290 | + | 37,076.00 | 37,076.00 | - |
| ELO Grant: GEER II | 8290 | + | 8,509.00 | 8,509.00 | - |
| ELO Grant: ESSER III State Reserve, Emergency Needs | 8290 | + | 24,169.00 | 24,169.00 | - |
| ELO Grant: ESSER III State Reserve, Learning Loss | 8290 | + | 41,664.00 | 41,664.00 | - |
| Project SaFE | 8290 | + | 1,850.00 | - | 1,850.00 |
| **TOTAL, FEDERAL REVENUES** | | = | **$ 462,864.00** | **$ 345,596.00** | **$ 117,268.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | | | |
| Mandate Block Grant | 8550 | + | $ 13,329.00 | $ 13,329.00 | $ - |
| Lottery: Unrestricted | 8560 | + | 51,669.00 | 52,785.00 | (1,116.00) |
| Lottery: Instructional Materials | 8560 | + | 20,276.00 | 21,049.00 | (773.00) |
| Career Technical Education Incentive Grant | 8590 | + | 174,993.00 | 194,437.00 | (19,444.00) |
| Educator Effectiveness Block Grant | 8590 | + | 48,335.00 | 48,335.00 | - |
| Special Education | 8792 | + | 235,176.00 | 235,176.00 | - |
| Special Education: Mental Health Services - Level 2 | 8590 | + | 70,172.00 | 105,600.00 | (35,428.00) |
| Expanded Learning Opportunities (ELO) Grant | 8590 | + | 10,389.00 | 10,389.00 | - |
| Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff | 8590 | + | 2,108.00 | 2,108.00 | - |
| Special Education Dispute Prevention | 8590 | + | 6,133.00 | 6,873.00 | (740.00) |
| Special Education Learning Recovery | 8590 | + | 34,662.00 | 5,670.00 | 28,992.00 |
| A-G Access/Success Grant | 8590 | + | 56,250.00 | - | 56,250.00 |
| A-G Learning Loss Mitigation Grant | 8590 | + | 56,250.00 | - | 56,250.00 |
| **TOTAL, OTHER STATE REVENUES** | | = | **$ 779,742.00** | **$ 695,751.00** | **$ 83,991.00** |
| **LOCAL REVENUES** | | | | | |
| Interest Income | 8660 | + | $ 10,000.00 | $ 10,000.00 | $ - |
| All Other Local Revenue | 8699 | + | 2,500.00 | 1,000.00 | 1,500.00 |
| **TOTAL, LOCAL REVENUES** | | = | **$ 12,500.00** | **$ 11,000.00** | **$ 1,500.00** |
| **OTHER FINANCING SOURCES** | | | | | |
| All Other Financing Sources | 8979 | + | $ 434,507.00 | $ 434,507.00 | $ - |
| **TOTAL, OTHER FINANCING SOURCES** | | | **$ 434,507.00** | **$ 434,507.00** | **$ -** |
| **TOTAL, REVENUES** | | | **$ 5,865,013.00** | **$ 5,564,803.00** | **$ 300,210.00** |

Sweetwater SECONDARY SCHOOL

# May Revised Operational Budget
## FY 2021-22

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Teachers' Salaries | 1100 | + | $ 1,349,730.00 | $ 1,458,429.00 | $ (108,699.00) |
| Certificated Pupil Support Salaries | 1200 | + | 192,715.00 | 192,715.00 | - |
| Certificated Supervisors' & Administrators' Salaries | 1300 | + | 192,542.00 | 193,659.00 | (1,117.00) |
| Other Certificated Salaries | 1900 | + | 39,073.00 | 103,506.00 | (64,433.00) |
| **TOTAL, CERTIFICATED SALARIES** | | = | **$ 1,774,060.00** | **$ 1,948,309.00** | **$ (174,249.00)** |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Support Salaries | 2200 | + | $ 32,369.00 | $ 32,607.00 | $ (238.00) |
| Classified Supervisors' & Administrators' Salaries | 2300 | + | 59,301.00 | 62,525.00 | (3,224.00) |
| Clerical,Technical and Office Staff Salaries | 2400 | + | 272,802.00 | 308,785.00 | (35,983.00) |
| **TOTAL, CLASSIFIED SALARIES** | | = | **$ 364,472.00** | **$ 403,917.00** | **$ (39,445.00)** |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS Retirement | 3100 | + | $ 300,171.00 | $ 329,654.00 | $ (29,483.00) |
| PERS Retirement | 3200 | + | 81,982.00 | 91,060.00 | (9,078.00) |
| Social Security/Medicare | 3300 | + | 55,252.00 | 61,132.00 | (5,880.00) |
| Health and Welfare | 3400 | + | 581,022.00 | 649,120.00 | (68,098.00) |
| Unemployment Insurance | 3500 | + | 10,693.00 | 11,761.00 | (1,068.00) |
| Workers Compensation | 3600 | + | 24,512.00 | 26,900.00 | (2,388.00) |
| **TOTAL, EMPLOYEE BENEFITS** | | = | **$ 1,053,632.00** | **$ 1,169,627.00** | **$ (115,995.00)** |
| **TOTAL, PERSONNEL COST** | | | **$ 3,192,164.00** | **$ 3,521,853.00** | **$ (329,689.00)** |

Sweetwater SECONDARY SCHOOL

# May Revised Operational Budget
## FY 2021-22

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | MAY REVISED BUDGET | FEBRUARY REVISED BUDGET | INCREASE (DECREASE) |
|---|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | | |
| Textbooks and Core Curricula Materials | 4100 | + | $ 20,000.00 | $ 20,000.00 | $ - |
| Books and Other Reference Materials | 4200 | + | 2,000.00 | 1,000.00 | 1,000.00 |
| Materials and Supplies | 4300 | + | 88,628.00 | 62,665.00 | 25,963.00 |
| On-Line Courses | 4312 | + | 25,989.00 | 25,989.00 | - |
| Research and Development | 4313 | + | 5,535.00 | 5,535.00 | - |
| Noncapitalized Equipment | 4400 | + | 154,820.00 | 154,820.00 | - |
| Food | 4700 | + | 5,550.00 | 5,550.00 | - |
| **TOTAL,BOOKS AND SUPPLIES** | | = | **$ 302,522.00** | **$ 275,559.00** | **$ 26,963.00** |
| **SERVICES AND OTHER OPERATING EXPENSES** | | | | | |
| Travel and Conference | 5200 | + | $ 25,517.00 | $ 23,782.00 | $ 1,735.00 |
| Research and Development Travel | 5202 | + | 16,605.00 | 16,605.00 | - |
| Dues and Memberships | 5300 | + | 15,650.00 | 10,879.00 | 4,771.00 |
| Liability Insurance | 5400 | + | 26,507.00 | 26,507.00 | - |
| Operations and Housekeeping Services | 5500 | + | 122,664.00 | 124,221.00 | (1,557.00) |
| Rental, Leases, Repairs & Noncapitalized Improvements | 5600 | + | 353,194.00 | 334,783.00 | 18,411.00 |
| Professional/Consulting Services/Operating Exp. | 5800 | + | 490,558.00 | 513,616.00 | (23,058.00) |
| Marketing Fees | 5812 | + | 87,656.00 | 61,213.00 | 26,443.00 |
| Communications | 5900 | + | 41,991.00 | 53,385.00 | (11,394.00) |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | = | **$ 1,180,342.00** | **$ 1,164,991.00** | **$ 15,351.00** |
| **CAPITAL OUTLAY** | | | | | |
| Depreciation - Equipment | 6900 | + | $ 134,529.00 | $ 134,529.00 | $ - |
| Depreciation - Leasehold Improvement | 6900 | + | 19,933.00 | 19,933.00 | - |
| **TOTAL, CAPITAL OUTLAY** | | = | **$ 154,462.00** | **$ 154,462.00** | **$ -** |
| **OTHER OUTGO** | | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | + | $ 1,792.00 | $ 2,752.00 | $ (960.00) |
| **TOTAL, OTHER OUTGO** | | = | **$ 1,792.00** | **$ 2,752.00** | **$ (960.00)** |
| **RESERVES** | | | | | |
| Operational Reserve | 9780 | + | $ 516,865.00 | $ 222,593.00 | $ 294,272.00 |
| Reserve for Economic Uncertainties | 9789 | + | 516,866.00 | 222,593.00 | 294,273.00 |
| **TOTAL, RESERVES** | | = | **$ 1,033,731.00** | **$ 445,186.00** | **$ 588,545.00** |
| **%** | | | **18%** | **5%** | |
| **TOTAL, EXPENDITURES** | | | **$ 5,865,013.00** | **$ 5,564,803.00** | **300,210.00** |

Sweetwater SECONDARY SCHOOL

# Assumptions for Preliminary Operational Budget
# FY 2022-23

Sweetwater Secondary School is an independent study program. SSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

**Apportionment credit for independent study programs, like SSS, are based on the student's "product" or academic work,** which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. SSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

* **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for SSS is 62.46%.

* **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 – 2022-23 Governor's Budget Proposal and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build SSS's February Revised Operational Budget.

**Table 1:**

| Description | FY 2022-23 |
|---|---|
| Adjusted Grades 7-8 Base Grant | $9,013 |
| Adjusted Grades 9-12 Base Grant | $10,717 |
| Statutory Cost of Living Allowance (COLA)* | 6.56% |
| SSS's Unduplicated Pupil Percentage (Rolling Average) | 62.46% |
| District's Unduplicated Pupil Percentage (SUHSD) | 62.21% |

**Amount represents the 2021–22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020–21 unfunded statutory COLA of 2.31%.*

Revenues were calculated based on the following enrollment and ADA projections:

**Table 2:**

| Description | FY 2022-23 (Projected P-2) | FY 2021-22 (Actual P-2) | FY 2020-21 (Actual P-2) |
|---|---|---|---|
| Enrollment | **417** | **392** | **364** |
| ADA: | | | |
| Grade 7-8 | 34.61 | 34.61 | 49.09 |
| Grade 9-12 | 342.54 | 319.74 | 260.96 |
| **Total ADA** | **377.15** | **354.35** | **310.05** |

## REVENUE PROJECTIONS

**Table 3:**

| Description | FY 2022-23 |
|---|---|
| LCFF Sources | $4,726,516 |
| Federal Revenues | $417,765 |
| State Revenues Other than LCFF | $747,798 |
| Local Revenues | $12,500 |
| **Total Projected Revenues** | **$5,904,579** |

- **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: $65 for Prop 20 (Lottery: Instructional Materials) and $163 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 2021-22.

  **Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund**:

  In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly $122 billion of funding for all states and California's allocation is $15,068,884,546. SSS's ESSER III revised allocation is $498,102 and of that amount it has included $204,182 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. SSS's allocation amount is $3,741.

  **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 SSS is a subrecipient for $3,700. As a subrecipient, SSS will receive funding based on the following activities:

  1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of $100 once the training is completed.

  2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of $150 once the training is completed.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. SSS's allocation total is $60,419 and of that amount it has included the first 80% apportionment of $48,335 in its FY 21-22 budget and the remaining 20% amounting to $12,084 in its FY 22-23 budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at $820 per CY P-2 ADA while **Federal IDEA** revenues are projected at $125 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. SSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of $18.34 for Grades K-8 and $50.98 for Grades 9-12.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. CTE funding was increased at the state level from $150M to $300M in 2021-22. SSS included $193,911 in CTE grant funding for this fiscal year.

- **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. $4,935 of dispute prevention funds and $14,891 of learning recovery funds are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. SSS's total allocation is $150,000 and of this amount it has included the first 75% apportionment of $112,500 in its FY 21-22 budget and the remaining 25% amounting to $37,500 in its FY 22-23 budget.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. SSS's total allocation is $7,798.

## NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

**Table 4:**

| POSITIONS | OBJECT CODE | FY 21-22 |
|---|---|---|
| Teachers (Gen. Ed, Special Ed*) | 1100 | 14.28 |
| Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead) | 1200 | 1.73 |
| Certificated Supervisor & Administrator | 1300 | 1.10 |
| Other Certificated Teacher Resource (CTR) | 1900 | 3.00 |
| Classified Support (Admin Support) | 2200 | 0.21 |
| Classified Supervisor & Administrator | 2300 | 0.32 |
| Clerical, Technical & Office Staff | 2400 | 5.29 |
| Other Classified Salaries | 2900 | 0.08 |
| **TOTAL FTE POSITIONS BUDGETED** | | **26.01** |

* 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 2022-23, we estimated the Special Ed population at 20.7%.

## 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 | | 25.37% |
| OASDI (Social Security) | 3311-12 | | 6.20% |
| MEDICARE | 3321-22 | 1.45% | 1.45% |
| Health & Welfare - Self-Insured Plan<br>Monthly Rates<br>- Medical $ 3,500<br>- Dental $ 120<br>- Vision $ 27<br>- Life Ins. .00114 | 3401-02 | | |
| State Unemployment Insurance | 3501-01 | 0.50% | 0.50% |
| 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. SSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

## PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is $613,241 representing 10.4% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

### MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), SSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2021-22, SSS has allocated $88,569 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

### DISTRICT OVERSIGHT FEES

SSS will pay its authorizer (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

SSS has budgeted $47,265 for FY 2022-23 for oversight fees.

## RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

SSS has allocated $23,247 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

## RESERVES

SSS has allocated reserves of $295,229 for FY 2022-23 representing 5% of total revenues of $5,904,579.

## FACILITIES

SSS carries contractual lease agreements with an annual cost of $362,409 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2026) is $1,109,022.

Sweetwater SECONDARY SCHOOL

# Preliminary Operational Budget
## FY 2022-23

## REVENUES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES** | | | | |
| LCFF State Aid - Current Year | 8011 | + | $ | 4,651,086.00 |
| Education Protection Account (EPA) | 8012 | + | | 75,430.00 |
| In Lieu of Property Taxes - Current Year | 8096 | + | | - |
| **TOTAL, LCFF SOURCES** | | = | $ | **4,726,516.00** |
| **FEDERAL REVENUES** | | | | |
| Special Ed: IDEA Basic Local Assistance Entitlement Part B | 8181 | + | $ | 41,250.00 |
| Special Education: Mental Health Services - Level 3 | 8182 | + | | 64,995.00 |
| Title I, Part A - Improving Basic Programs | 8290 | + | | 73,508.00 |
| Title II, Part A - Supporting Effective Instruction | 8290 | + | | 11,921.00 |
| Title III, Part A - English Learner Student Program | 8290 | + | | 6,318.00 |
| Title IV, Part A - Student Support and Academic Enrichment | 8290 | + | | 10,000.00 |
| CARES Act - Elementary and Secondary School Relief (ESSER) III | 8290 | + | | 204,182.00 |
| Project SaFE | 8290 | + | | 1,850.00 |
| ARP - Homeless Children & Youth II | 8290 | + | | 3,741.00 |
| **TOTAL, FEDERAL REVENUES** | | = | $ | **417,765.00** |
| **STATE REVENUES OTHER THAN LCFF** | | | | |
| Mandate Block Grant | 8550 | + | $ | 16,935.00 |
| Lottery: Unrestricted | 8560 | + | | 57,759.00 |
| Lottery: Instructional Materials | 8560 | + | | 23,033.00 |
| Career Technical Education Incentive Grant | 8590 | + | | 193,911.00 |
| Educator Effectiveness Block Grant | 8590 | + | | 12,084.00 |
| Special Education | 8792 | + | | 309,263.00 |
| Special Education: Mental Health Services - Level 2 | 8590 | + | | 69,689.00 |
| A-G Access/Success Grant | 8590 | + | | 18,750.00 |
| A-G Learning Loss Mitigation Grant | 8590 | + | | 18,750.00 |
| Special Education Dispute Prevention | 8590 | + | | 4,935.00 |
| Special Education Learning Recovery | 8590 | + | | 14,891.00 |
| Ethnic Studies Block Grant | 8590 | + | | 7,798.00 |
| **TOTAL, OTHER STATE REVENUES** | | = | $ | **747,798.00** |
| **LOCAL REVENUES** | | | | |
| Interest Income | 8660 | + | $ | 10,000.00 |
| All Other Local Revenue | 8699 | + | | 2,500.00 |
| **TOTAL, LOCAL REVENUES** | | = | $ | **12,500.00** |
| **TOTAL, REVENUES** | | | $ | **5,904,579.00** |

Sweetwater SECONDARY SCHOOL

# Preliminary Operational Budget
## FY 2022-23

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | |
| Certificated Teachers' Salaries | 1100 | + | $ | 1,510,004.00 |
| Certificated Pupil Support Salaries | 1200 | + | | 214,205.00 |
| Certificated Supervisors' & Administrators' Salaries | 1300 | + | | 163,557.00 |
| Other Certificated Salaries | 1900 | + | | 75,269.00 |
| **TOTAL, CERTIFICATED SALARIES** | | = | $ | **1,963,035.00** |
| **CLASSIFIED SALARIES** | | | | |
| Classified Support Salaries | 2200 | + | $ | 19,520.00 |
| Classified Supervisors' & Administrators' Salaries | 2300 | + | | 49,327.00 |
| Clerical,Technical and Office Staff Salaries | 2400 | + | | 283,086.00 |
| Other Classified Salaries | 2900 | + | | 8,832.00 |
| **TOTAL, CLASSIFIED SALARIES** | | = | $ | **360,765.00** |
| **EMPLOYEE BENEFITS** | | | | |
| STRS Retirement | 3100 | + | $ | 378,735.00 |
| PERS Retirement | 3200 | + | | 86,486.00 |
| Social Security/Medicare | 3300 | + | | 54,831.00 |
| Health and Welfare | 3400 | + | | 1,031,345.00 |
| Unemployment Insurance | 3500 | + | | 11,619.00 |
| Workers Compensation | 3600 | + | | 27,886.00 |
| **TOTAL, EMPLOYEE BENEFITS** | | = | $ | **1,590,902.00** |
| **TOTAL, PERSONNEL COST** | | | $ | **3,914,702.00** |

Sweetwater SECONDARY SCHOOL

# Preliminary Operational Budget
## FY 2022-23

## EXPENDITURES

| DESCRIPTION | ACCOUNT CODES | | | PRELIMINARY BUDGET |
|---|---|---|---|---|
| **BOOKS AND SUPPLIES** | | | | |
| Textbooks and Core Curricula Materials | 4100 | + | $ | 23,000.00 |
| Books and Other Reference Materials | 4200 | + | | 2,400.00 |
| Materials and Supplies | 4300 | + | | 92,504.00 |
| On-Line Courses | 4312 | + | | 25,968.00 |
| Research and Development | 4313 | + | | 5,812.00 |
| Noncapitalized Equipment | 4400 | + | | 155,000.00 |
| Food | 4700 | + | | 6,250.00 |
| **TOTAL,BOOKS AND SUPPLIES** | | **=** | **$** | **310,934.00** |
| **SERVICES AND OTHER OPERATING EXPENSES** | | | | |
| Travel and Conference | 5200 | + | $ | 24,615.00 |
| Research and Development Travel | 5202 | + | | 17,435.00 |
| Dues and Memberships | 5300 | + | | 11,080.00 |
| Liability Insurance | 5400 | + | | 27,833.00 |
| Operations and Housekeeping Services | 5500 | + | | 108,083.00 |
| Rental, Leases, Repairs & Noncapitalized Improvements | 5600 | + | | 413,381.00 |
| Professional/Consulting Services/Operating Exp. | 5800 | + | | 524,672.00 |
| Marketing Fees | 5812 | + | | 88,569.00 |
| Communications | 5900 | + | | 43,711.00 |
| **TOTAL, SERVICES AND OTHER OPERATING EXPENSES** | | **=** | **$** | **1,259,379.00** |
| **CAPITAL OUTLAY** | | | | |
| Depreciation - Equipment | 6900 | + | $ | 103,050.00 |
| Depreciation - Leasehold Improvement | 6900 | + | | 20,522.00 |
| **TOTAL, CAPITAL OUTLAY** | | **=** | **$** | **123,572.00** |
| **OTHER OUTGO** | | | | |
| Debt Service Payment - Interest (Capitalized Leases) | 7438 | + | $ | 763.00 |
| **TOTAL, OTHER OUTGO** | | = | **$** | **763.00** |
| **RESERVES** | | | | |
| Operational Reserve | 9780 | + | $ | 147,614.00 |
| Reserve for Economic Uncertainties | 9789 | + | | 147,615.00 |
| **TOTAL, RESERVES** | | **=** | **$** | **295,229.00** |
| **%** | | | | **5%** |
| **TOTAL, EXPENDITURES** | | | **$** | **5,904,579.00** |

Sweetwater SECONDARY SCHOOL

**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 **Sweetwater Secondary School**;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Sweetwater Secondary School** has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2022

_____
Secretary

Sweetwater SECONDARY SCHOOL

# Education Protection Account

Expenditure Plan for FY 2022-23

**Expenditures Through: June 30, 2023**

For Fund 01, Resource 1400: Education Protection Account

| Description | Object Codes | Amount |
|---|---|---|
| **Projected Amount Available for this Fiscal Year:** | 8012 | $ 75,430.00 |
| **Total Projected EPA Entitlement** | | **$ 75,430.00** |
| **Projected Expenditures:** | | |
| **For Teachers' Salaries and Benefits Only** | | |
| Certificated Teachers' Salaries | 1100 | $ 48,220.58 |
| Retirement: STRS | 3111 | $ 9,210.30 |
| Medicare | 3321 | $ 703.24 |
| Health & Welfare | 3401 | $ 16,336.32 |
| Unemployment Insurance | 3501 | $ 96.44 |
| Workers' Compensation Insurance | 3601 | $ 582.09 |
| Mileage Allowance | 5200 | $ 281.03 |
| **Total Projected Expenditures** | | **$ 75,430.00** |
| **Balance (Total Available minus Total Expenditures)** | | $ - |